



Minutes for Regularly Scheduled Board Meeting
To Be Held in the District Office Board Room
1055 Griffiths Lane
Ashwaubenon WI 54304
(Phone: 920.492.2900)

Wednesday, July 13, 2022

A. Call to order: President VanLaanen called the meeting to order at 7:40 pm

B. Roll call:

Board Members Present: VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke
 Board Members Excused: all present
 School Choice Advisory Representative: Matthew Rotter
 Other Present: Kurt Weyers, Keith Lucius, Tammy Nicholson, Andy Bake, Kaitlin Tauriainen, Pete Marto, Nick Senger, Michael Heim, Kathy O'Brien

C. Declaration of quorum: Quorum present

D. Pledge of allegiance: The pledge was recited

E. Adoption of Agenda: Moved Vyskocil, seconded by Garrigan to adopt the agenda as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0

F. Announcement of executive session:

In accordance with W.S. 19.85(1) (c) an executive session is being held for the consideration of employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. (*Employment*)

G. Citizens and/or delegations:

1. Public Forum: no issues presented

H. Consent Agenda: Moved by VanDeKreeke seconded by Vyskocil to approve Consent Agenda items 1-5 as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0

1. Minutes of the regular meeting held on Wednesday, June 8, 2022
2. The schedule of checks written 06/07/21 to 07/06/21
3. Staffing: hirings, resignations, retirements, leave of absences
4. There were 34 co-curriculars presented for approval
5. Board financial reports for May

I. Superintendent's Report

- **AHS State Honors Choir:** On Tuesday, June 14th, I had the pleasure of attending the State WSMA Honor Choir concert held at the Weidner Center at UWGB. Participating in this prestigious event were five Ashwaubenon High School students. Those students are Hannah Payne, Aren Damayo, Luke Calaway, Tyler Casper, and Zach Stenson. There are many tryouts and auditions to participate in this wonderful honor. A huge congratulations to our five students and their Choir Director Kristen Pfluger.
- **Cooking Competition:** As I mentioned last month at the school board meeting, each year the School Nutrition Association of Wisconsin holds an annual conference for any and all school nutrition staff. This year, [Fork Farms](#) came together with NextGen [FirstTasteTV](#) to host their first ever live cooking competition. On Wednesday morning, June 22nd, I had the honor to watch one of our very own

Ashwaubenon School District's head chef's, Lois Ludwig and 8th grade student, Christopher Schmitz, compete in the competition. The event was held at the KI Convention Center. Both Lois and Christopher did an amazing job representing our school district.

- **Summer School:** Summer School ended as well as it started. Summer school 2022 has been a huge success. As mentioned previously, we had over 1,300 students participate in summer school. The majority of our students attended enrichment or support classes at Parkview Middle School, with our getting ready for 4k and 5k classes happening at Cormier. We were very excited to once again house the summer school classes for 4k and 5k at Cormier. Great work by summer school leaders: Andy Bake, Doug Pieschek, Brian Carter, Kris Hucek, Michael Heim, Cassie Schneider, and Nick Senger.
- **Board Retreat Thursday and Friday:** Just a reminder about our board retreat on Thursday and Friday evenings at the Ashwaubenon Community Center. Thursday will be from 5:00-9:00, and Friday will be from 4:00-8:00 pm.

J. Discussion/Presentation Items:

K. Action Items:

1. **Food Service Resolution:** Tauriainen presented Assembly Bill AB805 to the school board. She explained that the bill does not have any financial or staffing burden on the district but instead places it on the state. The bill would allow free meals for all students in the state of Wisconsin. It would encourage parents to complete the free/reduced meal application so federal reimbursement is maximized. The state would assume the remaining cost of feeding all children. Tauriainen met with Representative Shelton to learn more about AB805. Shelton is asking school boards to consider adopting a resolution in support of AB805.
 - The bill has not gone anywhere because state legislature assumed the federal government would take care of it. Tauriainen state that having public support would help bring it to the attention of the state legislature.
 - The funding for school meals is ending with the start of the 2022-23 school year. The district is working to get all those eligible for free/reduced meals to complete the necessary paperwork.
 - It was felt that it would be better for the resolution to have the entire board's support versus only part of the board.
 - Tauriainen stated that under this bill, private schools would also qualify for free meals.
 - The students that are in most need of the services provided by this bill are those that miss the reduced meal financial cut off by a few dollars.
 - The board inquired if there is way to determine who needs assistance versus using the blanket approach the bill takes. Tauriainen stated that it is very important that we do not single out any child. If they feel they being are singled out, they will not eat.
 - Lucius stated that some families will not or cannot pay for meals. He stated that there has been a reduction of behavior occurrences when students are fed. They come to class ready to learn.
 - Older students are afraid to be singled out. They do not want their parents to complete the F/R application and will instead go without eating.
 - There is a concern that by offering everyone help from the government we are perpetuating future generations of people seeking government support. Tauriainen stated that we do not charge students for textbooks so why are we expecting them to pay for meals. Some felt that providing meals is not a requirement of education.
 - Some felt this is bigger than offering free meals. What is the district doing to reduce shaming for those that may be on F/R meals?
 - The district takes personal pride in doing everything it can to keep a student's lunch status confidential. We do not take meals away or offer a different meal for those students that are overdrawn. Optimists have been a great help to the district with their donations to help pay down overdrawn accounts. Lucius stated that we are one of the leaders in this area.

- Bake stated that in meeting with Representative Gallagher this past year, the state and federal government both see that this is an issue but they both feel it is the other's responsibility to take care of it. Tauriainen stated that feeding children is a statewide issue.
- Some felt that we should not necessarily be handing out free things; but in this case, there is value in the classroom when students are fed.
- Tauriainen explained the 30-day grace period for completing a F/R application and how it worked in the past. Since there were free meals last year and less applications completed as a result, the 30-day grace period will not be available for those that did not complete a form last year. They could find themselves very quickly with a large overdrawn balance. Tauriainen and her team are working hard to get as many families as possible to complete this form.

Moved by Garrigan, seconded by Vyskocil to approve the support of the Food Service Resolution as presented. Aye 3 (VanLaanen, Vyskocil, Garrigan), Nay 2 (VandeWalle, VanDeKreeke). Motion carried 3:2.

2. **Elementary Social Studies Curriculum Adoption:** Bake presented the 5k – grade 5 Social Studies Curriculum for board approval. Social Studies is one of those subjects that is always changing. The elementary curriculum team met and reviewed the current materials, new materials, State and essential standards and available resources. As a result, they are recommending the following for board approval:
 - Grades 2, 3 and 5 – Houghton Mifflin Harcourt's *Into Social Studies*.
 - Grades 5K, 1 and 4 – *Wisconsin Our State Our Story* materials from the Wisconsin Historical Society. Instead of a textbook, this is based on a literacy collection from various book resources and magazines that make it easier to update and make changes from grade to grade to meet Wisconsin State Standards.
 - The board like the idea of the magazines and found that they would be more engaging for students.
 - Bake thanked Sheryl Stathas for all of the work she put into finding books that were the right fit for the curriculum.
 - The board thanked the team for all the work involved and the challenges they faced.

Moved by Vyskocil, seconded by Garrigan to adopt Elementary Social Studies Curriculum as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

3. **Standards Used to Guide Learning in the District:** Bake stated that per state statute, the board is required to review and approve the district's Academic Standards used for Math, Reading, Science, Writing, Geography and History. This must be completed at the first board meeting of the school year. The standards also need to be shared with parents and guardians of students enrolled in the district. This is done through the district's website. The district uses the guidance of Wisconsin Model Academic Standards, National Standards and National Guidelines in its Academic Standards.

Moved by Vyskocil, seconded by VanDeKreeke to adopt the standards used to guide learning in the district as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

4. **Referendum Survey:** Lucius explained the reasons for a possible referendum in April of 2023.
 - The State Budget for 21-22-23 did not include an increase in per pupil aid, revenue limit or other resources that increased the budget. The State Budget has not gone up with inflation.
 - Future funding is unknown at this time. We could continue to see no increase resulting in future teacher layoffs.
 - In order to protect ourselves, the district is recommending a 5-year nonrecurring referendum for operational expenses. This additional revenue limit authority would only be used if the State doesn't provide an increase in school funding. The increase, if provided, would need to cover inflation of 4.7% for this year and a possible 8% for next year.

- With previous referendums, the school district surveyed the community to determine its support for a referendum. If the survey results show community support, the district would have a referendum on April's ballot.
 - It is important that the district educate/share/communicate with the community so they are aware of our needs. Good communication, community engagement and planning are key to the success of the referendum.
 - Using School Perceptions to survey the community will help the district determine if we should go to referendum.
 - The operations referendum would not be adding anything new. It would allow the district to continue to operate as normal.
 - The board would need to be united on the decision to go to referendum. They would also have to be on board with only using it if needed.
 - The board asked for an outline (similar to what was given for the last referendum) of what it will cost tax payers.
 - Would there be a question on the survey about it being recurring vs nonrecurring? Initial referendum would be proposed a nonrecurring. Future referendums could be proposed as recurring.
 - The board requested we ask for different amounts on the survey to see what the community is willing to support.
 - When is the mental health referendum complete? April 2025. Suggested making the 2023 referendum a 2-year nonrecurring referendum so that it would be done with the Mental Health referendum. Then the district could go to referendum again with both of these together.
 - Some felt that communication with the public is key and should include shaming those in the government that are putting the district in this position. Lucius stated that we need to stay apolitical and not make this a R/D topic. People will draw their own conclusions.
 - The board asked that they have the opportunity to review the survey questions prior to sharing it with the community.
 - The board asked that they have the opportunity to review/approve the final referendum question.
- Moved by Vyskocil, seconded by Garrigan to approve the hiring of School Perceptions for approximately \$10,000 to help determine the possibility of an operating referendum in April 2023 as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

5. **Transfer to Fund 46:** Lucius stated that the district's share of equalization aid is down for the 2021-22 school year. As a result, the district will lose state aid if we do not reduce its aidable costs for 21-22. This can be helped by transferring money to Fund 46. Lucius reminded the board the Fund 46 is the Capital Improvement Fund account. Money placed in this Fund can only be used for building projects. This Fund currently has a balance of \$400,000. Within this fund is a sub account for future field turf replacement. The group discussed whether \$200,000 was enough to transfer over. Lucius stated that depending on how everything works out, more can be transferred over; however, this would need to be transferred over with an effective date of June 30, 2022. He cautioned the group that once it is transferred over, it can only be used for building projects.

Moved by VanDeKreeke, seconded by Vyskocil to authorize the transfer of up to \$500,000 by Keith Lucius into Fund 46 effective June 30, 2022 as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

6. **Resolution Authorizing A One-Year Taxable Tax and Revenue Anticipation Revolving Line of Credit For Cash Flow Purposes In An Amount Not To Exceed \$9,000,000:** Lucius presented the recommendations for the cash-flow borrowing line of credit. The district is working with BankFirst to establish a revolving line of credit. The interest rate is fixed at 6.5%. As in the past, the money will only

be borrowed when needed and will be repaid as soon as the district receives tax/aid monies. The district is only charged interest on the money it borrows.

Moved by Garrigan, seconded by Vyskocil to approve the Resolution Authorizing A One-Year Taxable Tax and Revenue Anticipation Revolving Line of Credit For Cash Flow Purposes In An Amount Not To Exceed \$9,000,000 as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

L. Board & Superintendent Communications:

M. Future Board Meetings & Topics:

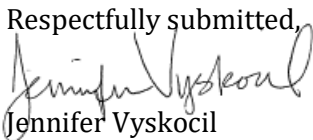
- Weyers recommended the August 10th board meeting be rescheduled for August 17th or 24th due to a conflict in scheduled with Jay VanLaanen, Kurt Weyers and Keith Lucius. Moved by Vyskocil, seconded by Garrigan to move the August 10, 2022 board meeting to August 17, 2022. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.
- The next board meeting is scheduled for **Wednesday, August 17, 2022**, at 6:30 pm the District Office; 1055 Griffiths Lane; Ashwaubenon, WI.

N. Adjournment to executive session:

In accordance with W.S. 19.85(1) (c) an executive session is being held for the consideration of employment, promotion, compensation or performance evaluation data of any public employee over which the body has jurisdiction or exercises responsibility. (*Employment*)

Adjourn to closed session. Roll Call: VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke

- O. Adjournment:** Moved by VandeWalle, seconded by VanDeKreeke to adjourn the meeting at 9:00 p.m. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke) Nay 0. Motion carried 5:0

Respectfully submitted,

Jennifer Vyskocil

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
0		07/29/2022		CARROLL UNIVERSITY	0.00
0		07/29/2022		UW LA CROSSE	0.00
280		07/12/2022		CORP MASTERCARD	36,107.86
2234		07/20/2022		BANK FIRST	205,974.34
2235		07/20/2022		WI DEPT OF REVENUE	31,989.17
2236		07/20/2022		WI DEPT OF REVENUE	916.90
2238		07/25/2022		METLIFE	11,182.15
2239		07/25/2022		WI RETIREMENT SYSTEM	612,822.08
2240		07/25/2022		VISION SERVICE PLAN	2,825.43
2241		08/05/2022		BANK FIRST	192,298.32
2242		08/05/2022		WI DEPT OF REVENUE	31,965.53
18006		08/02/2022		SEBRANEK THOMAS	-57.00
31201		07/06/2022		HUDL	9,400.00
31202		07/07/2022		EQUAL RIGHTS DIVISION	330.00
31203		07/07/2022		ERBERT AND GERBERT'S	480.36
31204		07/07/2022		MARCHING AUXILIARIES INC	1,662.50
31205		07/07/2022		SHEBOYGAN FALLS SCHOOL DISTRICT	228.00
31206		07/07/2022		SOCCER.COM	953.93
31207		07/13/2022		MARATHON SPORTSWEAR	2,344.30
31207		07/26/2022		MARATHON SPORTSWEAR	-2,344.30
31208		07/13/2022		MASSEY, JAMIE JOSEPHINE	15.00
31209		07/13/2022		MUSIC THEATRE INTL INC	400.00
31210		07/13/2022		OROYAN, BILL	185.24
31211		07/13/2022		REBEL ATHLETIC INC	17,398.46
31212		07/13/2022		SEROOGYS CHOCOLATES	972.00
31213		07/13/2022		TEAGUE, DEREK	925.00
31214		07/13/2022		VICTORY PRINTING & DESIGN	290.00
31215		07/14/2022		GREAT AMERICAN PUBLISHING	49.95
31216		07/14/2022		HEALY AWARDS INC	50.95
31217		07/15/2022		JAYME BOGNER/JOSTENS	75.00
31218		07/28/2022		HALLMAN LINDSAY QUALITY PAINTS	624.50
31219		07/28/2022		MARATHON SPORTSWEAR	2,344.30
31219		08/04/2022		MARATHON SPORTSWEAR	-2,344.30
31220		07/28/2022		MELOTTE-SKALESKI DIST INC	24.47
31221		07/28/2022		PETTY CASH ASHWAUBENON HIGH SCHOOL	400.00
31222		07/28/2022		RYCZKOWSKI, BRIAN	502.29
31223		07/28/2022		SRIXON/CLEVELAND GOLF	529.50
31224		08/03/2022		ELSMORE SWIM SHOP	402.18
31225		08/03/2022		FASTSIGNS	66.00
31226		08/03/2022		GETPOMS.COM	1,974.00
31227		08/03/2022		JOHNNY WAD BAND, LLC	4,500.00
31228		08/03/2022		MOON, ELLEN	229.04
31229		08/03/2022		NEW PIANO GUYS LLC	600.00
31230		08/03/2022		PETTY CASH ASHWAUBENON HIGH SCHOOL	1,000.00
31231		08/03/2022		PETTY CASH ASHWAUBENON HIGH SCHOOL	3,000.00
31232		08/03/2022		PETTY CASH ASHWAUBENON HIGH SCHOOL	100.00
31233		08/03/2022		PETTY CASH ASHWAUBENON HIGH SCHOOL	100.00
31234		08/03/2022		TALENT ASSOCIATES INC	2,640.00
31235		08/03/2022		EQUAL RIGHTS DIVISION	150.00
31236		08/05/2022		PETTY CASH ASHWAUBENON HIGH SCHOOL	200.00
107974		08/12/2022		HAAPALA MICHELLE	-167.58
108207		07/07/2022		BARTELME, MCKENNA	517.64
108208		07/11/2022		ASHWAUBENON BOWLING ALLEY	651.00
108209		07/11/2022		BADGER SPORTS PARK	2,561.00
108210		07/11/2022		BLS BACKLINE SERVICES	25.00
108211		07/11/2022		CAROLINA BIOLOGICAL	56.37

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
108212		07/11/2022		COMMUNITY INSURANCE CORP	19,860.00
108213		07/11/2022		DICK BLICK CENTRAL	25.35
108214		07/11/2022		ERBERT AND GERBERT'S	1,242.07
108215		07/11/2022		FIRE-PIXEL	30.00
108216		07/11/2022		FLINN SCIENTIFIC INC	2,091.35
108217		07/11/2022		GODDARD MONICA	33.66
108218		07/11/2022		GREEN BAY CHAMBER OF COMMERCE INC	9,771.00
108219		07/11/2022		HEYRMAN & GREEN BAY BLUE	78.00
108220		07/11/2022		HOUGHTON MIFFLIN HARCOURT	33,248.64
108221		07/11/2022		JOHNSON & JONET MECHANICAL CONTRACTORS I	1,539.10
108222		07/11/2022		KUPSH, AMY	14.78
108223		07/11/2022		MEDCO SPORTS MEDICINE	3,038.53
108224		07/11/2022		PARAGON DEVELOPMENT SYSTEMS	180.00
108225		07/11/2022		PRAIRIE FARMS DAIRY, INC	1,666.17
108226		07/11/2022		SAM'S CLUB/SYCHRONY BANK	318.28
108227		07/11/2022		SCHLAEFER, SHERRY	70.21
108228		07/11/2022		SCHOOL HOUSE	9.53
108229		07/11/2022		SCHOOL SPECIALTY	3,423.79
108230		07/11/2022		SOLUTION TREE	6,800.00
108231		07/11/2022		STAPLES BUSINESS CREDIT	183.46
108232		07/11/2022		STEEN MACEK PAPER COMPANY	25.00
108233		07/11/2022		SWANK MOVIE LICENSING USA	1,577.00
108234		07/11/2022		THOR, TRUMAN	125.00
108235		07/11/2022		TORBORG SUSAN	115.25
108236		07/11/2022		VOLK, MICHELLE	94.09
108237		07/11/2022		WHSFA	330.00
108238		07/11/2022		WI DEPT OF JUSTICE	98.00
108239		07/11/2022		WTAQ-AM	1,200.00
108240		07/12/2022		MILWAUKEE REPERTORY THEATRE	170.50
108241		07/18/2022		AUTOMATED LOGIC CORPORATION	225.00
108242		07/18/2022		CARROLL UNIVERSITY	500.00
108243		07/18/2022		CEC	1,360.06
108244		07/18/2022		DELL MARKETING LP	22,532.05
108245		07/18/2022		FRONTLINE TECHNOLOGIES GROUP LLC	35,279.12
108246		07/18/2022		GRAINGER INC	773.61
108247		07/18/2022		GREEN BAY CITY TREASURER	417.00
108248		07/18/2022		INLAND FINANCE COMPANY	269.20
108249		07/18/2022		LEVEL DATA	3,834.00
108250		07/18/2022		PRAIRIE FARMS DAIRY, INC	176.28
108251		07/18/2022		PROJECT LEAD THE WAY INC	6,350.00
108252		07/18/2022		QUAVER ED	16,100.00
108253		07/18/2022		RGM ENTERPRISES LLC	80.00
108254		07/18/2022		SCHALLER, SARAH	837.50
108255		07/18/2022		SCHROEDER'S FLOWERS	150.00
108256		07/18/2022		SHIMANEK, ASHLEY	500.00
108257		07/18/2022		STEEN MACEK PAPER COMPANY	109.14
108258		07/18/2022		TEACHER DIRECT	189.20
108259		07/18/2022		TRUGREEN 4991	1,120.00
108260		07/18/2022		TWEET GAROT MECHANICAL INC	268.00
108261		07/18/2022		UI SERVICE CENTER	800.00
108262		07/18/2022		UNIFIED SCHOOL DISTRICT OF DE PERE	1,796.80
108263		07/18/2022		UNIV OF SOUTH FLORIDA	500.00
108264		07/18/2022		UW LA CROSSE	1,000.00
108265		07/18/2022		WEST DE PERE SCHOOL DISTRICT	1,014.50
108266		07/18/2022		WI ASSN OF SCHOOL DISTRICT ADMINISTRATOR	1,625.00
108267		07/18/2022		WILLIAMS, MEGANNE	500.00

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
108268		07/18/2022		YMCA CAMP U-NAH-LI-YA	250.00
108269		07/20/2022		ASHWAUBENON EDUCATION FOUNDATION	10.00
108270		07/20/2022		SECURITY BENEFIT LIFE INSURANCE CO	8,112.48
108271		07/20/2022		SECURITY BENEFIT LIFE INS CO	7,717.92
108272		07/20/2022		SECURITY BENEFIT LIFE INS CO	3,776.40
108273		07/20/2022		UNITED WAY OF BROWN COUNTY INC	99.00
108274		07/20/2022		WI SUPPORT COLLECTION TRUST FUND	1,582.71
108275		07/20/2022		WI SUPPORT COLLECTION TRUST FUND	130.00
108276		07/20/2022		MARCO'S PIZZA	477.90
108277		07/25/2022		ASHWAUBENON WATER & SEWER UTILITY	4,839.14
108278		07/25/2022		CELLCOM GREEN BAY MSA	1,187.17
108279		07/25/2022		CHERRYDALE FUNDRAISING	1,009.60
108280		07/25/2022		FRIEDLI, KATHERINE	191.20
108281		07/25/2022		HODGE PRODUCTS INC	3,448.47
108282		07/25/2022		KARCHINSKI, JENNIFER	42.55
108283		07/25/2022		PELLA WINDOWS & DOORS OF WI	4,764.96
108284		07/25/2022		PIDKALYUK, VALENTINA	23.85
108285		07/25/2022		PRAIRIE FARMS DAIRY, INC	1,329.16
108286		07/25/2022		SCHALLER, SARAH	2,968.00
108287		07/25/2022		SCHOO LIQ	8,100.00
108288		07/25/2022		SEASONAL HARVEST LLC	689.00
108289		07/25/2022		T-MOBILE	85.44
108290		07/25/2022		ZANER-BLOSER	1,131.42
108291		07/25/2022		ZIMONICK BROTHERS PRODUCE INC	341.85
108292		07/26/2022		MADISON NATL LIFE INSURANCE CO	1,679.19
108293		07/26/2022		MADISON NATL LIFE INSURANCE CO	7,991.67
108294		08/01/2022		BMB LLC	14,359.92
108295		08/01/2022		CENTRAL RESTAURANT PRODUCTS	11,450.00
108296		08/01/2022		EBSCO	408.23
108297		08/01/2022		EXPRESS EMBROIDERY INC	225.00
108298		08/01/2022		FORK FARMS	30.69
108299		08/01/2022		GRAINGER INC	461.56
108300		08/01/2022		HEARTLAND BUSINESS SYSTEMS LLC	185.00
108301		08/01/2022		ITSAVVY	49.00
108302		08/01/2022		LEARNING WITHOUT TEARS	2,255.22
108303		08/01/2022		NSAV SOLUTIONS	232.00
108304		08/01/2022		NSIGHT TELS SERVICES	1,346.58
108305		08/01/2022		PELLA WINDOWS & DOORS OF WI	198.51
108306		08/01/2022		PRAIRIE FARMS DAIRY, INC	289.76
108307		08/01/2022		ROUTE 41 PIZZA LLC - DOMINO'S	487.50
108308		08/01/2022		SMITH, ANDREW OR AMBER	5.00
108309		08/01/2022		SPRINKLER COMPANY INC	249.50
108310		08/01/2022		STEEN MACEK PAPER COMPANY	23,369.05
108311		08/01/2022		TEACHER DIRECT	6.88
108312		08/01/2022		TUNDRA APPAREL AND PROMOTIONS	3,176.85
108313		08/01/2022		UNIV OF MINNESOTA TWIN CITIES	500.00
108314		08/01/2022		UW EAU CLAIRE	500.00
108315		08/01/2022		VANHIEL, ALEXIS	616.91
108316		08/03/2022		WI SUPPORT COLLECTION TRUST FUND	1,292.43
108317		08/08/2022		BURG, NANCY	560.00
108318		08/08/2022		CLARK, SHAWN	20.00
108319		08/08/2022		EDGEWOOD PRESS INC	1,141.00
108320		08/08/2022		FACTS4ME INC	150.00
108321		08/08/2022		GRAINGER INC	77.06
108322		08/08/2022		GROSSHUESCH, TIFFANY	21.60
108323		08/08/2022		HEYRMAN & GREEN BAY BLUE	344.00

CHECK COMMENT	CHECK	COMMENT		
NUMBER	DATE	VENDOR		AMOUNT
108324	08/08/2022	J BRUNETTE FLOORING INSTALLATION, LLC		2,087.42
108325	08/08/2022	LEARNING WITHOUT TEARS		2,432.10
108326	08/08/2022	MAURER, MARK		16.10
108327	08/08/2022	MCDONALD SERVICES, LLC		644.00
108328	08/08/2022	NUTRISLICE INC		2,966.40
108329	08/08/2022	PRAIRIE FARMS DAIRY, INC		967.16
108330	08/08/2022	SERVICE MOTOR COMPANY		4,967.99
108331	08/08/2022	ST NORBERT COLLEGE		500.00
108332	08/08/2022	ST NORBERT COLLEGE		2,500.00
108333	08/08/2022	STAPLES BUSINESS CREDIT		57.47
108334	08/08/2022	SYSCO		1,687.40
108335	08/08/2022	US MATH RECOVERY COUNCIL		2,424.50
108336	08/08/2022	UW MADISON		700.00
108337	08/08/2022	ZIMONICK BROTHERS PRODUCE INC		242.85
222300037	07/07/2022	BSN SPORTS LLC		4,065.00
222300038	07/07/2022	LAMERS BUS LINES INC		195.00
222300039	07/07/2022	MEINEL, ANDREW		156.50
222300040	07/11/2022	ALPHA BAKING COMPANY		35.05
222300041	07/11/2022	CAMERA CORNER INC		1,225.00
222300042	07/11/2022	CINTAS CORPORATION		126.74
222300043	07/11/2022	CRISIS PREVENTION INSTITUTE INC		150.00
222300044	07/11/2022	DEMCO INC		124.24
222300045	07/11/2022	FOLLETT CONTENT SOLUTIONS LLC		3,948.44
222300046	07/11/2022	FOX SPECIALTY CO LLC		40,470.81
222300047	07/11/2022	IEI GENERAL CONTRACTORS INC		160,189.95
222300048	07/11/2022	INFO MART INC		268.00
222300049	07/11/2022	KUFALK, MICHELE		427.53
222300050	07/11/2022	KUMHALA, CRISTINE		365.57
222300051	07/11/2022	LAMERS BUS LINES INC		132,076.64
222300052	07/11/2022	LUBINSKI, LAUREN		46.53
222300053	07/11/2022	MAC GILL		1,344.42
222300054	07/11/2022	MENARDS INC		51.25
222300055	07/11/2022	MIKE KOENIG CONSTRUCTION CO INC		65,000.00
222300056	07/11/2022	MULTI MEDIA CHANNELS LLC		321.14
222300057	07/11/2022	NORTHEAST WI TECHNICAL COLLEGE		2,250.00
222300058	07/11/2022	PERFORMANCE FOODSERVICE		5,684.38
222300059	07/11/2022	PHILLIPS, BRENDA		59.89
222300060	07/11/2022	PHILLIPS, KEVIN		161.27
222300061	07/11/2022	PIONEER VALLEY BOOKS		987.95
222300062	07/11/2022	QUILL CORP		984.14
222300063	07/11/2022	VAN'S FIRE AND SAFETY INC		115.00
222300064	07/11/2022	VERTZ, TRISHA		8.48
222300065	07/11/2022	VOS ELECTRIC INC		948.21
222300066	07/11/2022	WEX BANK		750.50
222300067	07/11/2022	WEYERS, KURT		81.84
222300068	07/11/2022	WI PUBLIC SERVICE CORP		41,812.51
222300068	07/11/2022	WI PUBLIC SERVICE CORP		0.00
222300069	07/11/2022	WILLS, RENEE		327.92
222300070	07/11/2022	TITLETOWN OIL CORP		13,275.00
222300071	07/13/2022	BSN SPORTS LLC		85.00
222300072	07/13/2022	LAMERS BUS LINES INC		195.00
222300073	07/13/2022	PFLUGER, KRISTEN		28.05
222300074	07/13/2022	VILLAGE OF ASHWAUBENON		195.00
222300075	07/14/2022	TRUE NORTH ENERGY		13,275.00
222300076	07/18/2022	AMAZON CAPITAL SERVICES		140.81
222300077	07/18/2022	AMERICAN WELDING & GAS INC		1,296.41

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
222300078		07/18/2022		ARMSTRONG, MICHELLE	65.49
222300079		07/18/2022		BAER PERFORMANCE MARKETING	750.00
222300080		07/18/2022		CARRICO AQUATIC RESOURCES INC	1,234.77
222300081		07/18/2022		CDW GOVERNMENT	5,396.70
222300082		07/18/2022		CINTAS CORPORATION	92.90
222300083		07/18/2022		DIGGERS HOTLINE INC	112.00
222300084		07/18/2022		FOLLETT CONTENT SOLUTIONS LLC	1,156.75
222300085		07/18/2022		FOX SPECIALTY CO LLC	1,248.50
222300086		07/18/2022		GFL ENVIRONMENTAL USA INC	2,585.18
222300087		07/18/2022		GREEN BAY AREA PUBLIC SCHOOLS	19,325.70
222300088		07/18/2022		HEINEMANN EDUCATIONAL BOOKS	102.30
222300089		07/18/2022		LAFORCE HARDWARE INC	66.00
222300090		07/18/2022		LAMERS BUS LINES INC	4,609.22
222300091		07/18/2022		MENARDS INC	1,317.46
222300092		07/18/2022		MULTI MEDIA CHANNELS LLC	382.39
222300093		07/18/2022		NORTHEAST WI TECHNICAL COLLEGE	1,000.00
222300094		07/18/2022		PASQUALUCCI, ANDREA	23.35
222300095		07/18/2022		PHILLIPS, BRENDA	76.16
222300096		07/18/2022		PIONEER VALLEY BOOKS	109.42
222300097		07/18/2022		QUILL CORP	85.58
222300098		07/18/2022		SCHOOL SPECIALTY LLC	1,446.52
222300099		07/18/2022		SIEBERT, ROBIN	118.40
222300100		07/18/2022		STATE OF WISCONSIN - DEPT OF ADMIN	529.55
222300101		07/18/2022		UNITED MAILING SERVICES INC	351.73
222300102		07/18/2022		USIC LOCATING SERVICES INC	336.84
222300103		07/18/2022		VAN'S FIRE AND SAFETY INC	2,081.00
222300104		07/18/2022		WEYERS, KURT	81.84
222300105		07/18/2022		WI PUBLIC SERVICE CORP	620.60
222300107		07/20/2022		WEA TSA TRUST	70,893.75
222300107		07/20/2022		WEA TSA TRUST	0.00
222300108		07/21/2022		PMA FINANCIAL NETWORK	500,000.00
222300109		07/25/2022		AMAZON CAPITAL SERVICES	841.47
222300110		07/25/2022		APPLE COMPUTER INC	11,760.00
222300111		07/25/2022		CDW GOVERNMENT	12,226.12
222300112		07/25/2022		CINTAS CORPORATION	50.63
222300113		07/25/2022		COMPASS GROUP	64,345.35
222300114		07/25/2022		HANSEN, COREY	94.31
222300115		07/25/2022		HOME TEAM SPORTS & APPAREL INC	1,760.79
222300116		07/25/2022		LAFORCE HARDWARE INC	519.29
222300117		07/25/2022		LAMERS BUS LINES INC	531.15
222300118		07/25/2022		LYNC ACADEMY LLC	3,393.75
222300119		07/25/2022		MARCO	53.90
222300120		07/25/2022		MENARDS INC	180.77
222300121		07/25/2022		MENARDS INC	36.87
222300122		07/25/2022		PERFORMANCE FOODSERVICE	1,986.23
222300123		07/25/2022		PIONEER VALLEY BOOKS	8,235.00
222300124		07/25/2022		VILLAGE OF ASHWAUBENON	121,107.49
222300125		07/25/2022		WISCNET	3,320.00
222300126		07/26/2022		TRUE NORTH ENERGY	5,152.50
222300127		07/28/2022		BSN SPORTS LLC	856.50
222300128		07/28/2022		GLOBAL RECOGNITION INC	148.95
222300129		07/28/2022		HOME TEAM SPORTS & APPAREL INC	622.75
222300130		08/01/2022		BLICK ART MATERIALS	300.00
222300131		08/01/2022		CINTAS CORPORATION	50.63
222300132		08/01/2022		CONSTELLATION NEWENERGY-GAS DIV LLC	3,915.18
222300133		08/01/2022		FOLLETT CONTENT SOLUTIONS LLC	597.17

CHECK COMMENT	CHECK	COMMENT		
NUMBER	DATE	VENDOR		AMOUNT
222300134	08/01/2022	HAAPALA, MICHELLE		167.58
222300135	08/01/2022	LAMERS BUS LINES INC		570.30
222300136	08/01/2022	MENARDS INC		327.10
222300137	08/01/2022	MENARDS INC		117.53
222300138	08/01/2022	PERFORMANCE FOODSERVICE		308.65
222300139	08/01/2022	SCHOOL SPECIALTY LLC		1,179.78
222300140	08/01/2022	SYSTEMS FURNITURE LLC		1,875.00
222300144	08/03/2022	BSN SPORTS LLC		2,061.00
222300145	08/03/2022	HOME TEAM SPORTS & APPAREL INC		534.20
222300146	08/03/2022	TRUE NORTH ENERGY		11,520.00
222300147	08/08/2022	AMA HEATING & AIR CONDITIONING INC		163.87
222300148	08/08/2022	AMERICAN WELDING & GAS INC		672.73
222300149	08/08/2022	BATTERIES PLUS LLC		38.88
222300150	08/08/2022	CAMERA CORNER INC		35,638.01
222300151	08/08/2022	CARRICO AQUATIC RESOURCES INC		208.25
222300152	08/08/2022	CESA 6		2,500.00
222300153	08/08/2022	CINTAS CORPORATION		170.75
222300154	08/08/2022	DAVIS AND KUELTHAU		3,500.00
222300155	08/08/2022	FOLLETT CONTENT SOLUTIONS LLC		663.20
222300156	08/08/2022	FOX SPECIALTY CO LLC		418.82
222300157	08/08/2022	GFL ENVIRONMENTAL USA INC		2,407.52
222300158	08/08/2022	INFO MART INC		324.00
222300159	08/08/2022	JAMF SOFTWARE LLC		4,760.00
222300160	08/08/2022	JW PEPPER & SONS INC		215.98
222300161	08/08/2022	LAFORCE HARDWARE INC		24.00
222300162	08/08/2022	LAMERS BUS LINES INC		459.14
222300163	08/08/2022	MENARDS INC		1,980.34
222300164	08/08/2022	MULTI MEDIA CHANNELS LLC		425.00
222300165	08/08/2022	OBERSTADT, MEGAN		1,383.23
222300166	08/08/2022	PERFORMANCE FOODSERVICE		3,921.07
222300167	08/08/2022	POOL WORKS INC		19.99
222300168	08/08/2022	QUILL CORP		443.42
222300169	08/08/2022	SCHOOL SPECIALTY LLC		65.13
222300170	08/08/2022	WI PUBLIC SERVICE CORP		32,609.10
		Totals for checks		2,977,184.16

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	General Fund	1,014,486.25	20.00	1,476,261.40	2,490,767.65
21	Gifts & Donations	7,704.04	656.00	121,088.79	129,448.83
27	Special Education	163,488.99	0.00	20,406.92	183,895.91
50	Food Service	14,466.02	104.10	34,726.58	49,296.70
80	Community Service Fund	3,343.66	0.00	112,771.54	116,115.20
81	Ashwaubenon PAC	4,332.12	0.00	3,327.75	7,659.87
***	Fund Summary Totals ***	1,207,821.08	780.10	1,768,582.98	2,977,184.16

***** End of report *****

<u>CHECK</u>	<u>COMMENT</u>	<u>CHECK</u>	<u>COMMENT</u>	<u>AMOUNT</u>
<u>NUMBER</u>		<u>DATE</u>	<u>VENDOR</u>	
222300106		07/20/2022	AUTOMATED LOGIC CONTRACTING SERVICES	21,600.00
222300141		08/03/2022	AUTOMATED LOGIC CONTRACTING SERVICES	38,826.90
222300142		08/03/2022	BRANDER ENGINEERING INC	989.50
222300143		08/03/2022	IEI GENERAL CONTRACTORS INC	219,803.69
			Totals for checks	281,220.09

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
49	Referendum 2020	0.00	0.00	281,220.09	281,220.09
***	Fund Summary Totals ***	0.00	0.00	281,220.09	281,220.09

***** End of report *****

Last Name	First Name	School	Position	Board Approval
Mommaerts	Eric	PV	Cross Country - Assistant Coach	17-Aug
Miller	Eric	PV	Cross Country - Coach	17-Aug
Hauser	Shawn	AHS	Cross Country - Co-Assistant Coach	17-Aug
Jimos	Marc	AHS	Marching Band	17-Aug
Moon	Ellen	AHS	Marching Band Assistant	17-Aug
Vangheem	Kevin	PV	Soccer - Grade 6	17-Aug
Mellberg	Steve	PV	Soccer - Grade 7/8	17-Aug
Phillips	Brenda	PV	Volleyball - Girls Grade 7 - Team 1 Coach	17-Aug
Williams	Denise	PV	Volleyball - Girls Grade 7 - Team 2 Coach	17-Aug
Blindauer	Jolene	PV	Volleyball - Girls Grade 7 - Team 3 Coach	17-Aug
Bernath	Jamie	PV	Volleyball - Girls Grade 8 - Team 1 Coach	17-Aug
Williams	Denise	PV	Volleyball - Girls Grade 8 - Team 2 Coach	17-Aug
Kirst	Mabel	AHS	Volleyball - JV1 Coach	17-Aug
Brunette	Kenzie	AHS	Volleyball - Varsity Assistant Coach	17-Aug
Janquart	Kerry	AHS	Weight Room Co-Coach (Fall)	17-Aug
Curless	Taylor	AHS	Weight Room Co-Coach (Fall)	17-Aug

APPOINTMENTS

NON-TEACHING STAFF - HIRES

Name	FTE	Position	School	Compensation	Effective	Reason for request
Anglehart, Ann	.57FTE	Educational Associate – Library Aide	Pioneer	1st year Level (Support Staff 9-month Educational Associate Library Aide)	Start of the 2022-23 school year	The position is due to a staff vacancy due to an internal transfer.
Hewitt, Jennifyr	1.0 FTE	Educational Associate –Special Education Aide	Parkview	1 st year Level (Support Staff 9-month Educational Associate Special Education Aide)	Start of the 2022-23 school year	The position is due to a staff vacancy.
Leininger, Joseph	1.0 FTE	Educational Associate –Special Education Aide	Parkview	1 st year Level (Support Staff 9-month Educational Associate Special Education Aide)	Start of the 2022-23 school year	The position is due to a staff vacancy due to an internal transfer.
Schlosstein, Jillian	1.0 FTE	Educational Associate –Special Education Aide	Cormier	1 st year Level (Support Staff 9-month Educational Associate Special Education Aide)	Start of the 2022-23 school year	The position is due to a staff vacancy.

RESIGNATIONS/RETIREMENTS/LAYOFFS

NON-TEACHING STAFF - RESIGNATIONS/RETIREMENTS/LAYOFFS

Name	FTE	Position	School	Notes
Nava, Reyes	1.0 FTE	Educational Associate – EL Aide	High School	Resignation is effective the end of the 2021-22 school year.



Discussion Item: 1

Ashwaubenon School Board

Meeting Date:	August 17, 2022
Issue:	Strategic Planning
Requested By:	Kurt Weyers
Attachments:	
Financial and/or Staffing Implications:	
Funding Source:	District Budget
Explanation:	Drew Howick, from Howick Associates will present to the school board virtually on the framework for our Strategic Planning process with his company. Drew will define for the board the timeline and major components of the Strategic Planning format. Drew will also open it up for questions from the board.
Recommendation:	Recommend the board to finalize the Strategic Planning process with Drew Howick from Howick Associates.



Discussion Item: 2

Ashwaubenon School Board

Meeting Date:	Wednesday, August 17, 2022
Issue:	Annual Seclusion Restraint Report 2021-2022
Requested By:	Tammy Nicholson
Attachments:	Annual Seclusion Restraint Report Comparison Documentation
Financial and/or Staffing Implications:	None
Funding Source:	None
Explanation:	The building Seclusion Restraint Report needs to be submitted to the board annually.
Recommendation:	Discussion Item only. No action necessary.

2021-2022 Seclusion Restraint Numbers

	Cormier	Pioneer	Valley View	Parkview	AHS	Macht Village	Lync	Syble Hopp	Total
Seclusion Only Total	0	0	0	0	0	0	1	0	1
Restraint Only Total	0	0	0	0	0	0	1	0	1
Seclusion and Restraint	3	1	12	5	0	2	0	0	23
Total ALL	3	1	12	5	0	2	2	0	25
total number of students	1	1	2	3	0	2	2	0	7*
total number of SWD	1	1	2	3	0	2	2	0	7*

*Macht Village/Lync students are not counted in the total student counts because they are already represented in the building number.

2020-2021 Seclusion Restraint Numbers

	Cormier	Pioneer	Valley View	Parkview	AHS	Macht Village	Advocates	Syble Hopp	Total
Seclusion Only Total	0	0	0	0	0	0	N/A	0	0
Restraint Only Total	0	1	0	2	0	0	N/A	0	3
Seclusion and Restraint	3	3	5	0	0	8	N/A	2	21
Total ALL	3	4	5	2	0	8	N/A	2	24
total number of students	1	2	1	2	0	2*	N/A	1	7*
total number of SWD	1	2	1	2	0	2*	N/A	1	7*

*Macht Village students are not counted in the total student counts because they are already represented in the building number.

2019-2020 Seclusion Restraint Numbers

	Cormier	Pioneer	Valley View	Parkview	AHS	Macht Village	Advocates	Syble Hopp	Total
Seclusion Only Total	34	3	2	0	0	0	0	0	39
Restraint Only Total	2	0	1	0	0	0	0	0	3
Seclusion and Restraint	5	9	2	0	1	9	0	0	26
Total ALL	41	12	5	0	1	9	0	0	68
total number of students	2	2	3	n/a	1	5*	n/a	n/a	8*
total number of SWD	2	2	2	n/a	1	5*	n/a	n/a	7*

*Macht Village students are not counted in the total student counts because they are already represented in the building number.

2018-2019 Seclusion Restraint Numbers

	Cormier	Pioneer	Valley View	Parkview	AHS	Macht Village	Advocates	Syble Hopp	Total
Seclusion and/or Restraint	18	15	34	2	0	2	0	0	71
total number of students	4	4	5	2	0	2*	0	0	15*
total number of SWD	2	4	5	2	0	2*	0	0	13*

*Macht Village students are not counted in the total student counts because they are already represented in the building number.

***Frequently Asked Questions about the
Use of Physical Restraint and Seclusion in Public Schools
under Section 118.305, Wis. Stats.
Revised March 10, 2022***

Section 118.305 of the Wisconsin Statutes addressing the use of physical restraint and seclusion in schools was originally created by the legislature in 2011 Wisconsin Act 125. The law prohibits the use of seclusion or physical restraint by school staff except in very limited circumstances where a student's behavior presents a clear, present, and imminent risk to the physical safety of students and/or school staff and it is the least restrictive intervention feasible. This law applies to all students, both with and without disabilities.

The legislature made revisions to the law through 2019 Wisconsin Act 118, which went into effect on March 4, 2020. Consequently, we have updated this frequently asked question document to reflect these changes.

Definitions & Coverage

- **What does “at school” mean?** The term “at school” refers to the day-to-day operations of a school and any school-related activities. This would include, for example, field trips, sporting events, after school clubs and the transport of students. The definition of “school” in § 118.305 applies to public schools including charter schools, and also applies to private schools participating in the Special Needs Scholarship Program.
- **How does the law define the term “covered individual?”** Covered individuals include any person employed by the school district, independent contractors and their employees providing services for the benefit of the school district, and student teachers working under the supervision of a district employee. School board/governing body members and law enforcement officials are expressly excluded from the definition of covered individuals under § 118.305.
- **How does the law define the term “incident?”** An incident is an occurrence of a covered individual or a law enforcement officer using seclusion or physical restraint on a student. It is considered one incident if, immediately following the use of seclusion or physical restraint on a student, the student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others and seclusion or physical restraint is immediately resumed.
- **Does the law apply to public school 3K and 4K programs?** Yes, if the 3K or 4K program is operated by a school district, § 118.305 applies. This includes parental notification, debriefing, reporting, documentation, and staff training requirements.
- **Does the law apply to private schools?** Yes, in some circumstances. The law applies to all private schools that participate in the [Special Needs Scholarship Program](#). The law also applies to private schools where public school IEP teams

place students. When an IEP team places a student at a private school, the public school districts remain responsible for the provision of a free, appropriate public education (FAPE) by ensuring IEPs are being implemented.

- **Under what limited circumstances does the law permit school staff to use seclusion or physical restraint with a student?** The law permits the use of physical restraint or seclusion only in circumstances where a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and physical restraint or seclusion is the least restrictive intervention feasible.
- **Does the law allow the use of physical restraint or seclusion in the case of property damage?** No. Property damage alone, without the threat of an imminent risk to the physical safety of the student or others, is not a sufficient basis for the use of physical restraint or seclusion.

Seclusion

- **How does the law define the term "seclusion?"** Seclusion means the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving. Staff must maintain constant supervision of the student by either remaining with the student in the room or area, or by viewing the student through a window large enough to see all areas of the room or area. Seclusion may be used only as long as is necessary to resolve the risk to the physical safety of the student or others.
- **What does "physically prevented from leaving" mean?** A student is being physically prevented from leaving when the student is not allowed to leave a secluded setting by physical means, i.e. blocking the doorway, holding the door closed, restraint, etc.
- **Can doors of rooms or areas used for seclusion have locks?** No. No locks are allowed on doors of rooms or areas used for seclusion.
- **May staff hold the door shut?** The law does not prohibit staff from holding the door of a seclusion room shut. However, it is very important for schools to determine whether it is a good, safe idea to do so for a particular student. The decision about holding a door shut will need to be determined on an individualized, case-by-case basis.
- **Is it considered seclusion when all other students are cleared from a classroom while staff work with a student whose behavior is escalating?** No, provided staff do not physically prevent the student from leaving the classroom. This technique is sometimes used as a method of reducing the level of stimulation from the other students in order to assist a student whose behaviors are escalating to calm, regulate, and de-escalate. Nothing in the law prevents staff from using this technique on a limited basis if it is appropriate and effective with a particular student. Provided that staff are not physically preventing the student from leaving the classroom, it would not be seclusion to direct all other students out of the classroom. However, if staff isolate the student and physically prevent the student from exiting the classroom, the situation becomes an inappropriate use of seclusion. In addition to having doors that lock, classrooms generally contain a wide

variety of items that could cause injury. As such, it is never acceptable to seclude a student in a typical classroom.

- **Is sending a student to the hallway or the principal's office considered seclusion?** No, unless the student is apart from other students and is physically prevented from leaving the area.
- **If a student is placed in a small room to either work on school work or to take a break would this be considered seclusion?** No. If a student is not physically prevented from leaving a room or area, it is not considered seclusion.
- **If a student is displaying unsafe behaviors, how can school staff provide adequate access to bathroom facilities, drinking water, necessary medications, and regularly scheduled meals?** The law specifies that students must have "adequate" access, not necessarily immediate access, to these things. If a student's behavior is dangerous, it may not be safe to take the student to the bathroom at that exact moment. However, staff should ensure the student is able to have access to these necessities as soon as safely possible. The duration of any seclusion or physical restraint should be very short, generally a few minutes at the most. By only using seclusion or physical restraint in crisis situations and for very short periods of time, staff will be able to ensure students have adequate access.

Physical Restraint

- **How does the law define "physical restraint?"** Physical restraint means a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head. It may only be used when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible. Physical restraint cannot be used if there are any medical contraindications to its use. The degree of force used and the duration of the physical restraint may not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others. The law forbids staff from using any physical restraint techniques or maneuvers that do not give adequate attention and care to protecting the student's head; cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back, or abdomen; place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck; that otherwise obstruct the student's circulation or breathing; or place the student in a prone (face down) position.
- **Are mechanical restraints permitted under the law?** No. Wisconsin law expressly prohibits the use of mechanical restraints in schools. Use of supportive equipment to properly align a pupil's body, assist a pupil to maintain balance, or assist a pupil's mobility, under the direction and oversight of appropriate medical or therapeutic staff, is not considered mechanical restraint. Use of handcuffs by law enforcement in the process of taking an individual into custody is not considered mechanical restraint.

- **Are chemical restraints permitted under the law?** No. Wisconsin law expressly prohibits the use of chemical restraints in schools.
- **Are prone physical restraints permitted under the law?** No. The law specifically prohibits the use of prone (i.e., lying face down) restraints because they carry a high risk of restricting a student's breathing.
- **What other types of physical restraint maneuvers are not permissible under the law?** Restraint maneuvers that restrict breathing must never be used because they can cause serious injury or death. A student's breathing can be restricted if loose clothing becomes entangled or tightened or if the student's face is covered by a staff member's body part (e.g., hand, arm, or torso) or through pressure to the abdomen or chest. Any restraint or seclusion technique should be consistent with known medical or other special needs of a student. School districts should be cognizant that certain restraint and seclusion techniques are more restrictive than others and use the least restrictive technique necessary to end the threat of imminent danger of serious physical harm. A student's ability to communicate (including for those students who use sign language or other forms of manual communication or assistive technology) also should not be restricted unless less restrictive techniques would not prevent imminent danger of serious physical harm to the student or others. Staff must always make minimizing both physical and emotional harm a top priority when restraint or seclusion is considered.
- **Are bus harnesses or other vehicle safety restraints permitted under the law?** The use of vehicle safety restraints when used as intended during transportation of a student in a moving vehicle is not considered restraint and is allowed under the law. For a student with a disability, the use of any safety equipment during transportation must be documented in the student's IEP.
- **Are weighted blankets, vests, etc. considered mechanical restraints?** Weighted equipment used properly for sensory support under the direction and oversight of appropriate medical or therapeutic staff is not considered a mechanical restraint. For example, school-based occupational therapists often design and oversee the use of sensory items. Use of such sensory supports must be included in the IEP. More information about the use of this type of equipment may be found in the department's [Occupational Therapy and Physical Therapy Resource and Planning Guide](#).
- **May staff redirect students by touch?** Yes, touching or holding a student's hand, arm, shoulder or back to calm, comfort, or redirect the student is not considered physical restraint. Only when staff members immobilize or restrict the ability of a student to freely move is a maneuver considered physical restraint.

IEP Requirements

- **If physical restraint or seclusion is utilized with a student with a disability, is the IEP team required to meet?** After the second incident of seclusion or physical restraint with a student with a disability within the same school year, the student's IEP team must reconvene as soon as practicable, but no later than 10 school days after the incident. The IEP team must review the IEP to ensure it contains

appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern. These interventions and supports must be based on a functional behavioral assessment of the behavior of concern.

- **Does this mean the IEP team must meet after the 2nd incident, and again after the 4th incident, and again after the 6th incident, etc.?** No. The requirement to reconvene the IEP team applies only after the second incident within the same school year. However, seclusion and physical restraint are extremely restrictive interventions and should rarely be utilized. Repeated incidents of physical restraint or seclusion are an indication that the IEP team should review the positive behavioral supports and other strategies contained within the IEP to determine their effectiveness and if necessary, make revisions.
- **Are there circumstances that require an IEP to specifically describe the use of physical restraint or seclusion?** No. 2019 Act 118 repealed the section of the law including the requirement for IEPs to incorporate the use of the terms “seclusion” or “physical restraint” in a student’s IEP if the IEP team determines their use could reasonably be anticipated. As such, IEP teams are no longer required to determine whether the use of restraint or seclusion is anticipated, and the IEP is not required to contain these terms.
- **When a student with an IEP is secluded or restrained for a second time in a school year, the student’s IEP team must reconvene within 10 school days after the incident. The IEP team must review the IEP to ensure it contains appropriate positive behavioral interventions and supports that must be based on a functional behavioral assessment of the behavior of concern. Does the IEP team need to conduct a reevaluation that includes an FBA within 10 school days?** No, the IEP team does not need to conduct a reevaluation that includes an FBA prior to the IEP team meeting that must be held within the 10 school days. The IEP team must meet within 10 days to review and revise the IEP based on current information about the student’s behavior, including information from the parent and teachers. Because the IEP team must address the behaviors of concern that led to seclusion or restraint, the data and information collected during the debrief meetings following each seclusion or restraint will be vital to the team’s discussion. During the IEP meeting, for all disability-related needs that were previously or newly identified, the IEP team must review and revise, as appropriate, the IEP goals and IEP services. This is to ensure necessary instruction and positive behavioral interventions and support are being provided to address the student’s disability-related needs that may impact the student’s access, engagement, and progress at school and eliminate behaviors that may lead to seclusion or restraint. If an FBA based on the behavior(s) that led to seclusion or restraint has not been completed or a new FBA is warranted, the IEP team must initiate a reevaluation. The reevaluation must include a FBA as well as any other assessments the IEP team determines are needed to complete a comprehensive special education evaluation. Within sixty days from the receipt of parental consent, the IEP team would meet again to review and revise IEP based on new information collected during the reevaluation, and include appropriate positive

behavioral interventions and supports based on the results from the FBA to address the behavior(s) of concern.

Debriefing Requirements

- **Must school staff meet to “debrief” after each incident?** Yes. The law requires the principal or designee to meet with the school staff who participated in the incident to discuss the events, preceding, during, and following the use of seclusion or physical restraint. The department encourages principals or their designees to conduct the meeting with the staff prior to completing the written incident report to assist in gathering the necessary information.

Documentation and Reporting Requirements

- **Is there a specific required form for the written incident report?** The department does not require a specific incident report form, but [examples](#) are provided on our website. School districts should minimally ensure the form they choose to use includes the student’s name, the date, time and duration of the use of physical restraint or seclusion, a description of the incident including a description of the actions of the student before, during and after the incident, and the names and titles of the school staff and any law enforcement officers present at the time of the incident.
- **Are schools required to provide parents a copy of the incident report?** Yes. Within three business days of the incident, the principal or designee must provide the report to the student’s parent by 1st class mail, electronic transmission, or hand delivery.
- **Are schools required to report their data on seclusion and physical restraint to their school boards?** Yes. The law requires the principal or designee to report the data annually, by October 1, to the school board or governing body. This includes public schools including charter schools, private schools participating in the Special Needs Scholarship Program, and private schools where LEA-placed students attend. For each school, the principal or designee must submit a report to their governing body containing the following information:
 - The number of incidents of seclusion in the school during the previous school year.
 - The total number of students who were involved in the incidents of seclusion.
 - The number of students with disabilities who were involved in the incidents of seclusion.
 - The number of incidents of physical restraint in the school during the previous school year.
 - The total number of students who were involved in the incidents of physical restraint.
 - The number of students with disabilities who were involved in the incidents of physical restraint.

- **Must the information in the annual report be broken down by school?** Yes. The information in the annual report must be provided for each school under the school board or governing body's charge. The school district may decide to compile this information in one report as long as each school's data is included separately.
- **Do governing bodies have to report their data on seclusion and physical restraint to DPI?** Yes. Annually by December 1, each governing body that receives a report must submit a report of the information described in question 30 above for each school under the governing body's charge. DPI collects this data via an online survey administered to all school district administrators in Wisconsin. More information about this data may be found [here](#).
- **Does restraint or seclusion by a police officer need to be documented and reported?** Yes. The law requires schools to document, notify parents, and report all incidents involving law enforcement officers. However, law enforcement officers are not covered individuals under the law, so other provisions about the use of seclusion and physical restraint do not apply to them. Law enforcement officers follow police training and protocols when responding to crisis situations.

Training Requirements

- **Who should be trained on the requirements of the seclusion and physical restraint law?** All staff members who are in contact with students should be aware of the law's requirements.
- **Who should receive the training required by law regarding physical restraint?** The law requires at least one staff member in each school where restraint might be used to be trained. The law does not specify particular staff member roles as requiring training. Schools should carefully consider which staff members should receive training. Administrators, security/safety personnel, regular education staff, student services and special education staff should be considered. The district may wish to consider training several people within a school. In the rare event physical restraint is needed in a situation, it is helpful to have more than one trained person available to ensure safety for students and staff alike.
- **What topics are required to be covered by training regarding physical restraint?** Required training must include the following:
 - Evidence-based instruction related to positive behavioral supports and interventions, safe physical escort, understanding antecedents, de-escalation, conflict prevention, and conflict management.
 - Evidence-based techniques, including debriefing, that have been shown to prevent or reduce the use of physical restraint.
 - An identification and description of dangerous behavior that may indicate the need for physical restraint and methods of evaluating risk of harm in order to determine whether physical restraint is warranted.
 - Instruction regarding the effects of physical restraint on the person restrained, in monitoring signs of physical distress, and in obtaining medical assistance.

- Instruction in documenting and reporting incidents of physical restraint.
- A requirement that the trainee demonstrate his or her ability to identify prohibited techniques in administering physical restraint.
- **Does DPI certify or recommend training programs?** No. DPI has no authority to certify, review, or recommend providers of training. DPI strongly suggests all schools and districts to confirm with the vendor or provider that its program includes all required components prior to purchasing training.
- **What kind of documentation should the school keep about staff training?** Training programs will provide documentation such as certificates of participation upon completion. The law does not require a particular format. Districts should maintain documentation of the dates of training, who participated, and when it “expires” or the provider requires refreshers.



Discussion Item: 3

Ashwaubenon School Board

Meeting Date:	August 17, 2022
Issue:	Student Mental Health Update
Requested By:	Tammy Nicholson
Attachments:	Panorama Data and YRBS Data
Financial and/or Staffing Implications:	none at this time
Funding Source:	2020 Referendum Funds and State Federal Grants
Explanation:	Tammy Nicholson and Megan Diedrick will share the 2021-2022 YRBS and Panorama data and the mental health plan for 2022-2023 school year.
Recommendation:	None needed at this time.



Ashwaubenon School District (WI)




Grades 3-5
Spring 2022



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
<p>Challenging Feelings</p> <p>How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.</p>	<p>54%</p> <p>▼ 2 since last survey</p>	 <p>60th - 79th percentile compared to others nationally</p>
<p>Emotion Regulation</p> <p>How well students regulate their emotions.</p>	<p>44%</p> <p>▼ 5 since last survey</p>	 <p>20th - 39th percentile compared to others nationally</p>
<p>Positive Feelings</p> <p>How frequently students feel positive emotions.</p>	<p>68%</p> <p>▼ 4 since last survey</p>	 <p>40th - 59th percentile compared to others nationally</p>
<p>Self-Management</p> <p>How well students manage their emotions, thoughts, and behaviors in different situations.</p>	<p>67%</p> <p>▼ 4 since last survey</p>	
<p>Social Awareness</p> <p>How well students consider the perspectives of others and empathize with them.</p>	<p>63%</p> <p>▼ 3 since last survey</p>	
<p>Supportive Relationships</p> <p>How supported students feel through their relationships with friends, family, and adults at school.</p>	<p>92%</p> <p>▲ 1 since last survey</p>	

646 responses



Challenging Feelings

Your average

54%

646 responses

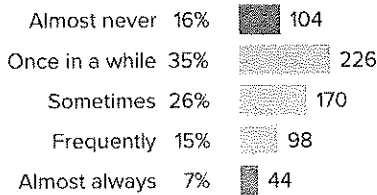
Change

▼ 2

since last survey

How did people respond?

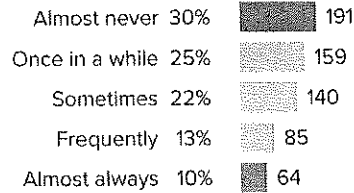
Q.1: During the past week, how often did you feel mad?



▼ 3 from last survey

Favorable: **51%**

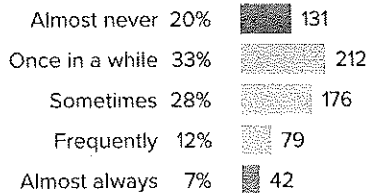
Q.2: During the past week, how often did you feel lonely?



▼ 3 from last survey

Favorable: **55%**

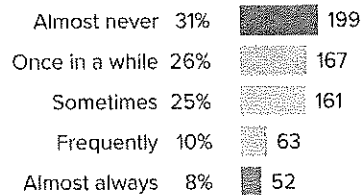
Q.3: During the past week, how often did you feel sad?



▼ 2 from last survey

Favorable: **54%**

Q.4: During the past week, how often did you feel worried?



▲ 1 from last survey

Favorable: **57%**



Emotion Regulation

Your average

44%

646 responses

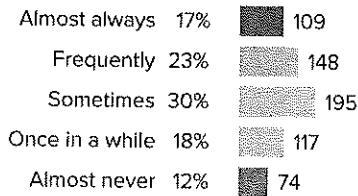
Change

▼ **5**

since last survey

How did people respond?

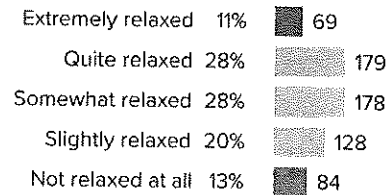
Q.1: How often are you able to pull yourself out of a bad mood?



▼ 5 from last survey

Favorable: **40%**

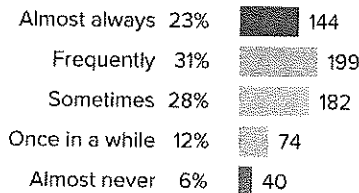
Q.2: When everybody around you gets angry, how relaxed can you stay?



▼ 7 from last survey

Favorable: **39%**

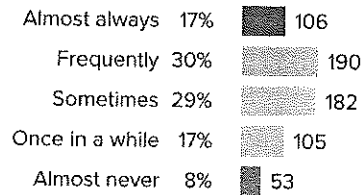
Q.3: How often are you able to control your emotions when you need to?



▼ 5 from last survey

Favorable: **54%**

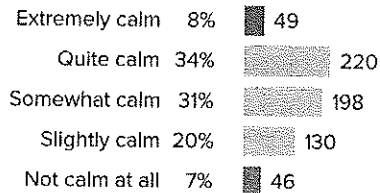
Q.4: Once you get upset, how often can you get yourself to relax?



▼ 2 from last survey

Favorable: **47%**

Q.5: When things go wrong for you, how calm are you able to stay?



▼ 4 from last survey

Favorable: **42%**



Positive Feelings

Your average

68%

646 responses

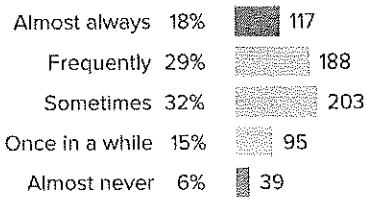
Change

▼ **4**

since last survey

How did people respond?

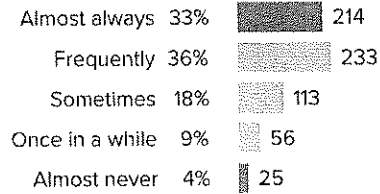
Q.1: During the past week, how often did you feel excited?



▼ 7 from last survey

Favorable: **79%**

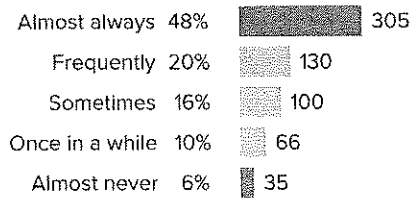
Q.2: During the past week, how often did you feel happy?



▼ 1 from last survey

Favorable: **70%**

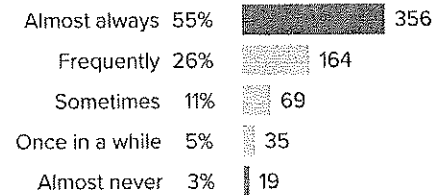
Q.3: During the past week, how often did you feel loved?



▼ 3 from last survey

Favorable: **68%**

Q.4: During the past week, how often did you feel safe?



▼ 5 from last survey

Favorable: **55%**

Self-Management

Your average

67%

646 responses

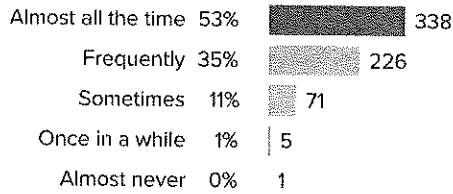
Change

▼ **4**

since last survey

How did people respond?

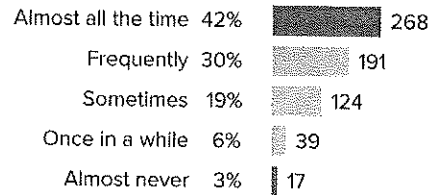
Q.1: During the past 30 days...How often did you follow directions in class?



▼ 2 from last survey

Favorable: **88%**

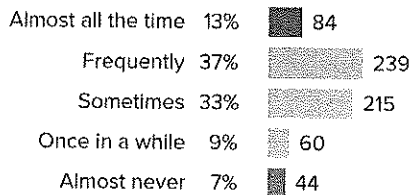
Q.2: During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?



▲ 2 from last survey

Favorable: **72%**

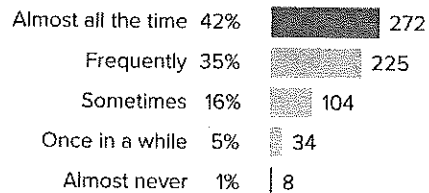
Q.3: During the past 30 days...How often did you pay attention and ignore distractions?



▼ 11 from last survey

Favorable: **50%**

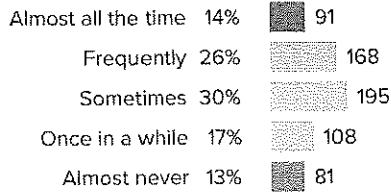
Q.4: During the past 30 days...When you were working independently, how often did you stay focused?



▼ 4 from last survey

Favorable: **77%**

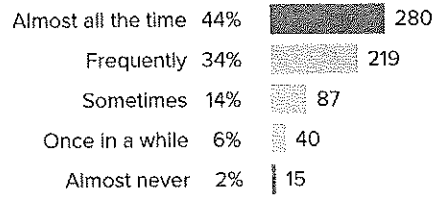
Q.5: During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?



▼ 8 from last survey

Favorable: **40%**

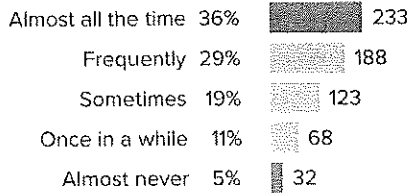
Q.6: During the past 30 days...How often did you allow others to speak without interrupting them?



▲ 4 from last survey

Favorable: **78%**

Q.7: During the past 30 days...How often did you keep your temper under control?



▼ 5 from last survey

Favorable: **65%**

Social Awareness

Your average

63%

646 responses

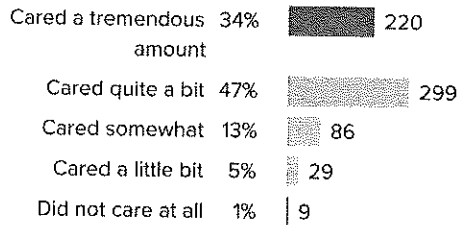
Change

▼ **3**

since last survey

How did people respond?

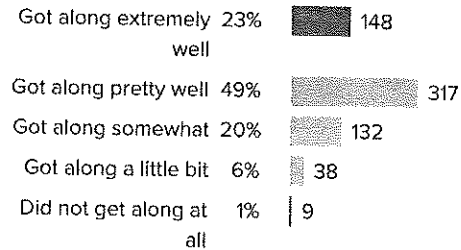
Q.1: During the past 30 days...How much did you care about other people's feelings?



▼ 3 from last survey

Favorable: **81%**

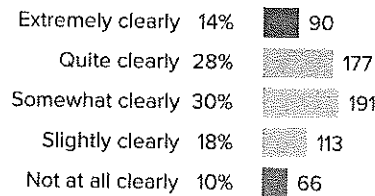
Q.2: During the past 30 days...How well did you get along with students who are different from you?



▼ 5 from last survey

Favorable: **72%**

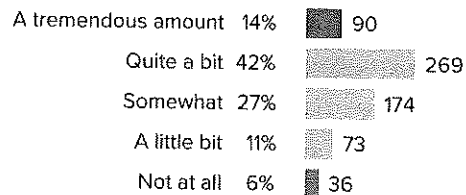
Q.3: During the past 30 days...How clearly were you able to describe your feelings?



▼ 6 from last survey

Favorable: **42%**

Q.4: During the past 30 days...To what extent were you able to disagree with others without starting an argument?



▲ 0 from last survey

Favorable: **56%**



Supportive Relationships

Your average

92%

646 responses

Change

▲ 1

since last survey

How did people respond?

Q.1: Do you have a teacher or other adult from school who you can count on to help you, no matter what?



▼ 1 from last survey

Favorable: **88%**

Q.2: Do you have a family member or other adult outside of school who you can count on to help you, no matter what?



▲ 3 from last survey

Favorable: **95%**



Ashwaubenon School District (WI)




Grades 6-12
Spring 2022



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
<p>Challenging Feelings</p> <p>How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.</p>	<p>51%</p> <p>▼ 3</p> <p>since last survey</p>	 <p>40th - 59th percentile compared to others nationally</p>
<p>Emotion Regulation</p> <p>How well students regulate their emotions.</p>	<p>51%</p> <p>0</p> <p>since last survey</p>	 <p>80th - 99th percentile compared to others nationally</p>
<p>Positive Feelings</p> <p>How frequently students feel positive emotions.</p>	<p>57%</p> <p>0</p> <p>since last survey</p>	 <p>40th - 59th percentile compared to others nationally</p>
<p>Self-Management</p> <p>How well students manage their emotions, thoughts, and behaviors in different situations.</p>	<p>73%</p> <p>▼ 2</p> <p>since last survey</p>	 <p>40th - 59th percentile compared to others nationally</p>
<p>Social Awareness</p> <p>How well students consider the perspectives of others and empathize with them.</p>	<p>61%</p> <p>▼ 2</p> <p>since last survey</p>	 <p>40th - 59th percentile compared to others nationally</p>
<p>Supportive Relationships</p> <p>How supported students feel through their relationships with friends, family, and adults at school.</p>	<p>83%</p> <p>0</p> <p>since last survey</p>	 <p>60th - 79th percentile compared to others nationally</p>

1,464 responses

Challenging Feelings

Your average

51%

1,464 responses

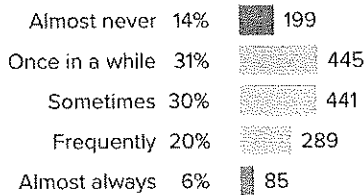
Change

▼ **3**

since last survey

How did people respond?

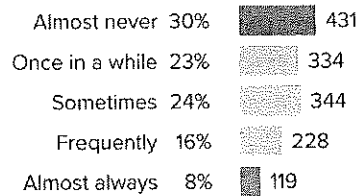
Q.1: During the past week, how often did you feel angry?



▼ 4 from last survey

Favorable: **44%**

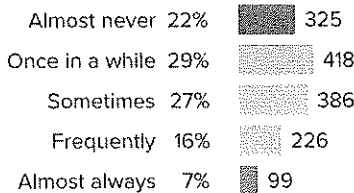
Q.2: During the past week, how often did you feel lonely?



▼ 1 from last survey

Favorable: **53%**

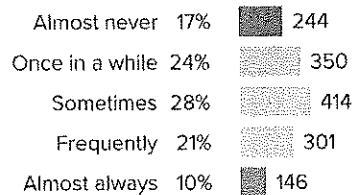
Q.3: During the past week, how often did you feel sad?



▼ 2 from last survey

Favorable: **51%**

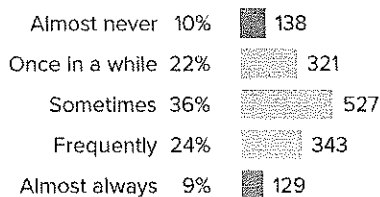
Q.4: During the past week, how often did you feel worried?



▼ 2 from last survey

Favorable: **41%**

Q.5: During the past week, how often did you feel frustrated?



▼ 3 from last survey

Favorable: **68%**

Emotion Regulation

Your average

51%

1,464 responses

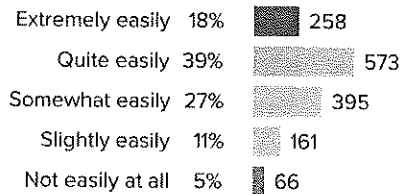
Change

0

since last survey

How did people respond?

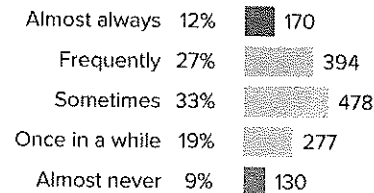
Q.1: When you are feeling pressured, how easily can you stay in control?



▲ 1 from last survey

Favorable: **57%**

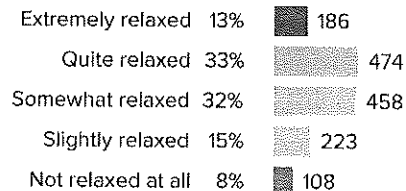
Q.2: How often are you able to pull yourself out of a bad mood?



▲ 3 from last survey

Favorable: **39%**

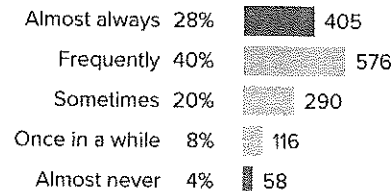
Q.3: When everybody around you gets angry, how relaxed can you stay?



▲ 1 from last survey

Favorable: **46%**

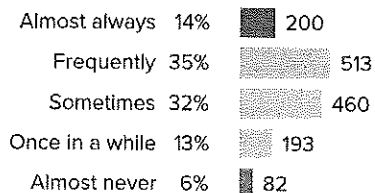
Q.4: How often are you able to control your emotions when you need to?



▼ 1 from last survey

Favorable: **68%**

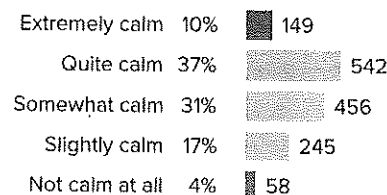
Q.5: Once you get upset, how often can you get yourself to relax?



▼ 2 from last survey

Favorable: **49%**

Q.6: When things go wrong for you, how calm are you able to remain?



▲ 2 from last survey

Favorable: **48%**



Positive Feelings

Your average

57%

1,464 responses

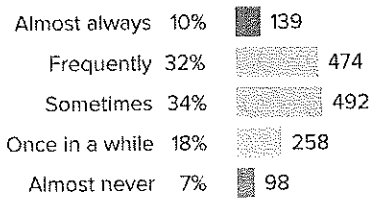
Change

0

since last survey

How did people respond?

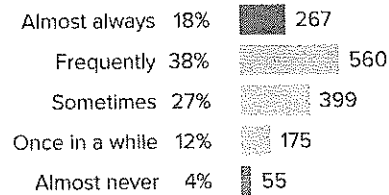
Q.1: During the past week, how often did you feel excited?



▲ 2 from last survey

Favorable: **76%**

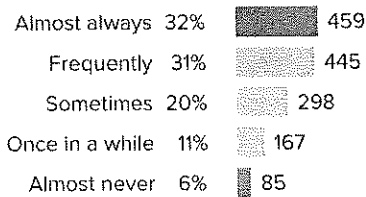
Q.2: During the past week, how often did you feel happy?



▲ 0 from last survey

Favorable: **57%**

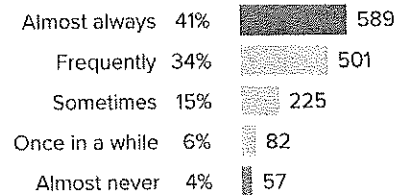
Q.3: During the past week, how often did you feel loved?



▲ 2 from last survey

Favorable: **62%**

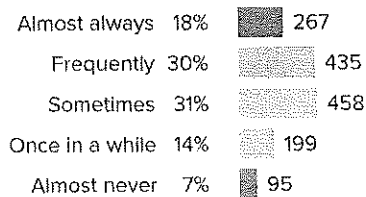
Q.4: During the past week, how often did you feel safe?



▼ 3 from last survey

Favorable: **41%**

Q.5: During the past week, how often did you feel hopeful?



▼ 2 from last survey

Favorable: **48%**

Self-Management

Your average

73%

1,464 responses

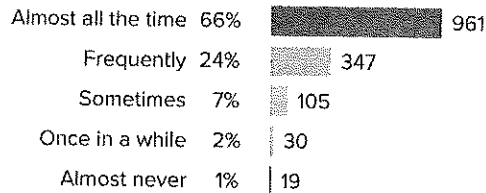
Change

▼ **2**

since last survey

How did people respond?

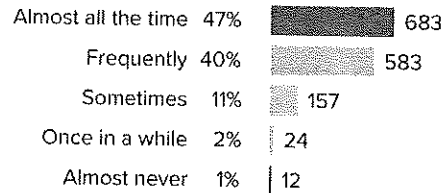
Q.1: During the past 30 days...How often did you come to class prepared?



▼ 4 from last survey

Favorable: **89%**

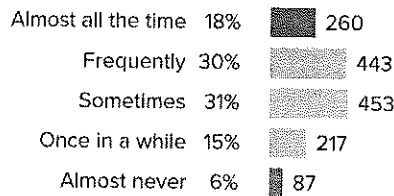
Q.2: During the past 30 days...How often did you follow directions in class?



▼ 3 from last survey

Favorable: **87%**

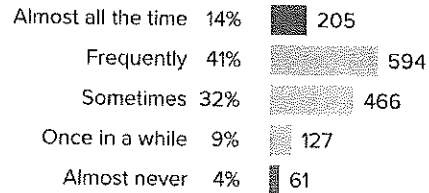
Q.3: During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?



▼ 7 from last survey

Favorable: **48%**

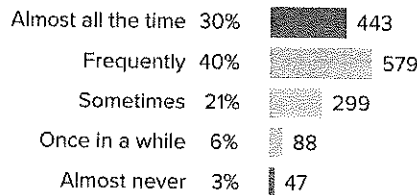
Q.4: During the past 30 days...How often did you pay attention and resist distractions?



▼ 4 from last survey

Favorable: **55%**

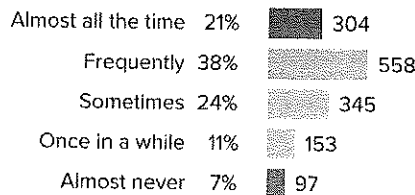
Q.5: During the past 30 days...When you were working independently, how often did you stay focused?



▲ 0 from last survey

Favorable: **70%**

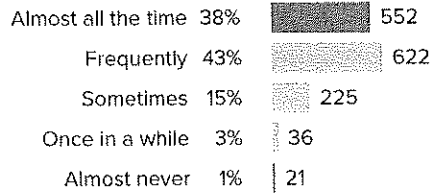
Q.6: During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?



▲ 1 from last survey

Favorable: **59%**

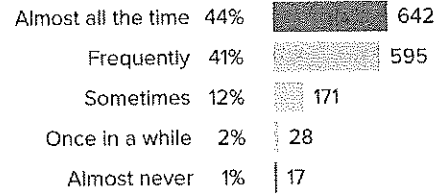
Q.7: During the past 30 days...How often did you allow others to speak without interruption?



▼ 2 from last survey

Favorable: **81%**

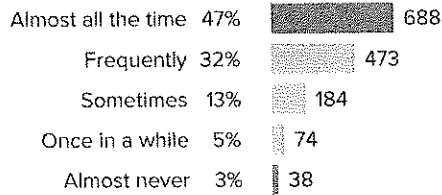
Q.8: During the past 30 days...How often were you polite to other students?



▼ 4 from last survey

Favorable: **85%**

Q.9: During the past 30 days...How often did you keep your temper in check?



▲ 0 from last survey

Favorable: **80%**



Social Awareness

Your average

61%

1,464 responses

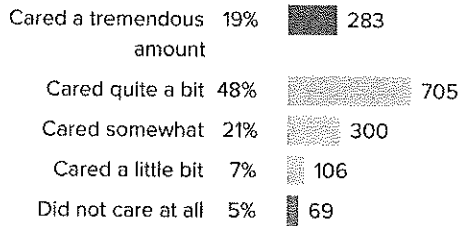
Change

▼ **2**

since last survey

How did people respond?

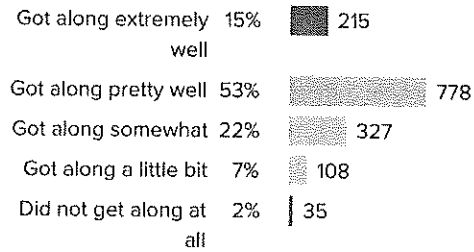
Q.1: During the past 30 days...How much did you care about other people's feelings?



▼ 1 from last survey

Favorable: **68%**

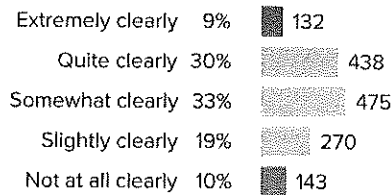
Q.2: During the past 30 days...How well did you get along with students who are different from you?



▼ 3 from last survey

Favorable: **68%**

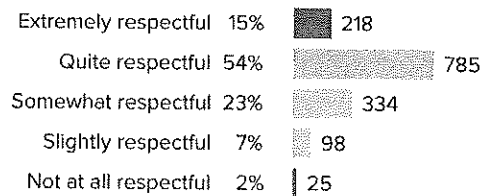
Q.3: During the past 30 days...How clearly were you able to describe your feelings?



▲ 2 from last survey

Favorable: **39%**

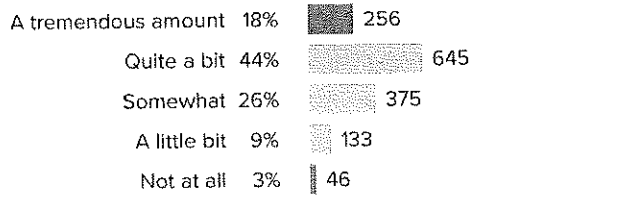
Q.4: During the past 30 days...When others disagreed with you, how respectful were you of their views?



▼ 3 from last survey

Favorable: **69%**

Q.5: During the past 30 days...To what extent were you able to disagree with others without starting an argument?



▼ 2 from last survey

Favorable: **62%**

Supportive Relationships

Your average

83%

1,464 responses

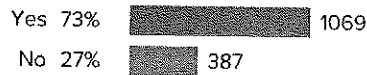
Change

0

since last survey

How did people respond?

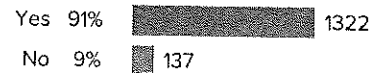
Q.1: Do you have a teacher or other adult from school who you can count on to help you, no matter what?



▲ 1 from last survey

Favorable: **73%**

Q.2: Do you have a family member or other adult outside of school who you can count on to help you, no matter what?



▼ 1 from last survey

Favorable: **91%**

Q.3: Do you have a friend from school who you can count on to help you, no matter what?



▼ 1 from last survey

Favorable: **87%**

Q.4: Do you have a teacher or other adult from school who you can be completely yourself around?



▲ 4 from last survey

Favorable: **68%**

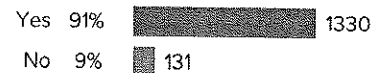
Q.5: Do you have a family member or other adult outside of school who you can be completely yourself around?



▼ 1 from last survey

Favorable: **87%**

Q.6: Do you have a friend from school who you can be completely yourself around?



▼ 1 from last survey

Favorable: **91%**

Ashwaubenon - Parkview Middle 2021 YRBS Results (Middle School Version)

Contents

REPORT OVERVIEW	4
Who Took The Survey?	4
What's In This Report?	6
Report Version	8
MOTOR VEHICLE AND BICYCLE SAFETY	9
Seatbelt Use	9
Helmet Use	10
SCHOOL SAFETY	11
Perceptions of safety	11
Violence and Weapons At School	13
Drugs at School	14
SCHOOL CLIMATE	15
Bullying	16
School Connectedness	19
Extracurriculars	20
Connections to Staff	21
MENTAL HEALTH AND WELLBEING	23
Anxiety, Depression and Self-Harm	23
Suicidal Thoughts and Behavior	26
Help-seeking and Supports	28
SEXUAL BEHAVIOR	30

TOBACCO	31
Vaping	31
Other Tobacco Products	32
ALCOHOL	33
DRUG USE	34
Marijuana	34
Other Illegal Drugs	35
Abuse of Legal Substances	36
TECHNOLOGY USE AND ONLINE BEHAVIOR	37
General Use Patterns	37
Late Night Screen Use	38
Sexting	39
PHYSICAL HEALTH AND NUTRITION	40
Sleep and Exercise	40
Breakfast	44
TRAUMA AND ADVERSITY	45
Exposure to Violence	45
Access to Food and Housing	47
PROTECTIVE FACTORS AT A GLANCE	49
Family Support	49
Number of Supportive Adults	50
Sense of Belonging	53
NEWLY ADDED QUESTIONS IN 2021	57
COVID-19	57
HIGHER RISK POPULATIONS AT A GLANCE	61
Food-Insecure Students At A Glance	62
Students of Color At A Glance	66
Students with Low Grades At A Glance	70

LGBT Students At A Glance*	74
Students with Physical Disabilities At A Glance*	75
Students with Special Education Services At A Glance*	76
What helps?	77
APPENDIX A: QUESTION-SPECIFIC TABLES	78
Tables of Overall Results	78
Tables by Sex	81
Tables by Grade	84
Tables by Largest Race/Ethnic Groups	87
Tables by Average Grades (Self-Reported)	90
Tables by Food Insecurity (Self-Reported)	93
APPENDIX B: Question-Specific Tables for High Risk Groups Optional Module Questions	96
Tables by LGBT Status	96
Tables by Physical Disability (Self-Reported)	97
Tables by Special Education Services (Self-Reported)	98
APPENDIX C: OPTIONAL MODULE RESULTS	99
Optional Module 1: Drug-Free Communities	99
Optional Module 2: Youth Tobacco	100
Optional Module 3: Adversity and Protective Factors	101
Optional Module 4: School Climate	102
TECHNICAL NOTES	113
SELECTED REFERENCES:	115

REPORT OVERVIEW

Who Took The Survey?

State and national Youth Risk Behavior (YRBS) data are collected at the high school level only. Wisconsin and some other states allow schools to collect middle school data to generate local statistics. Both the State YRBS and National YRBS are based on a scientific sample of students in all eligible grades. For local YRBS surveys at both the high school and middle school level, such as this, schools were strongly encouraged to administer the survey on a school-wide basis to all grades (i.e., on a census basis). However, some schools opted to survey only select grades.

While surveying based on convenience is appealing to many schools, there are tradeoffs in terms of data quality. If a school had a relatively low response rate, or if certain groups of students were systematically excluded, the quality of the results could suffer.

All participating schools with 20 or more responses are being provided with their results, regardless of response rates or grades surveyed. The indicators below are intended to help schools and other YRBS stakeholders self-assess the quality of their data and, if necessary, work towards improvements in future rounds of data collection.

TOTAL NUMBER OF USABLE SURVEYS: 651

(Note that this might be slightly lower than the number of students offered the survey if students submitted blank, largely incomplete, or otherwise unusable surveys. See the Technical Notes section for information on data edits.)

MIDDLE SCHOOL-WIDE RESPONSE RATE: 88%

MIDDLE SCHOOL-WIDE RESPONSE RATE CATEGORY: Strong (70% or higher)

The schoolwide response rate category is based on the percent of all middle school (grades 6-8) students in the school, regardless of whether all grades were surveyed. (NOTE: In some cases, grades 6, 7 and 8 are split across schools and the district only registered one school. Where a school with only a few grades—e.g., grades 7 and 8—is officially registered, but the survey shows substantial responses from the missing grade (e.g., grade 6), the middle school response rate is adjusted to include the presumed missing grade. If a district registered their elementary school with grade 6 separately from their other school with grades 7 and 8, each school will have their own report with school-specific response rates.)

Schools are strongly encouraged to strive for a high schoolwide response rate. Countywide statistics can be generated only if a sufficient number of schools surpass 50% schoolwide response rates. Schoolwide response rates are particularly important for smaller schools, which need as many responses as possible to generate meaningful data.

GRADES SURVEYED

Schools were encouraged, but not required, to survey all middle school grades.

Surveyed Grade 6? YES

Surveyed Grade 7? YES

Surveyed Grade 8? YES

RESPONSE RATE FOR GRADES SURVEYED: 88%**RESPONSE RATE FOR GRADES SURVEYED CATEGORY: Strong (70% or higher)**

If a school surveyed all eligible grades, then the schoolwide response rate should equal the response rate for grades surveyed. If not all eligible grades were surveyed, then the response rate for grades surveyed can be used to determine the response rate for that school's survey target population.

HOW TO INTERPRET RESPONSE RATE INFORMATION

Schools are generally encouraged to seek high response rates in order to maximize the quality, availability, and comparability of their data. However, the response rate categories are **provided as a general guideline and are not intended to be punitive or to discourage schools from future YRBS participation**. While a higher response rate is generally better, schools may want to keep the following information in mind:

- The cutoffs provided here are higher than for some surveys conducted in the population at large. Since the YRBS is offered during the school day, response rates can be expected to be higher than for other general population surveys. For official state-level statistics, states are required by the Centers for Disease Control and Prevention (CDC) to achieve robust school and student-level participation.
- Including or excluding certain grades can affect your response rates. For instance, at the high school level 9th graders generally have high response rates and 12th graders tend to have lower response rates. A school that surveys all grades might therefore have a lower “grades surveyed” response rate than a school that only surveys certain grades. However, schools are strongly encouraged to survey all grades, even if this results in an overall lower “response rate for grades surveyed”. It’s important to capture the variability between students in different grades.
- Even a “strong” response rate can be undermined if some groups of students were systematically excluded. For instance, if a school surveyed 70% of its students but left out all students with special education services (including those who would be capable of taking the survey) or all students in vocational education classes, the results might still not represent the school as a whole.
- Smaller schools are advised to strive for very high response rates. The small population means that statistics can change easily if even a few students are not surveyed. Small numbers are also redacted to protect student privacy. Including as many students as possible allows small schools in particular to have more robust data and see more of their results.
- If a larger school uses the help of a researcher to systematically sample a smaller proportion of their students, even a lower response rate can provide high quality data. However, this option should only be pursued after consulting with a professional. “Random sampling” is not a random process, but rather a systematic approach.
- Students and/or their guardians always have the right to opt out of the survey. While schools should employ best practices to maintain a high level of participation, they should also make sure to respect the rights of students and their families to opt out.

WHAT IF NOT ALL GRADES WERE SURVEYED?

Student behaviors generally vary by grade level. Thus, a middle school survey from a school or district that surveyed grades 6, 7 and 8 (“School A”) should not be directly compared to a school or district that surveyed only grade 7 (“School B”); instead the 7th grade results from School A should be used to compare to School B’s results, so that an apples-to-apples comparison can be made regarding 7th grade responses. In general, any comparisons between local YRBS results should pay attention to the grades surveyed.

What’s In This Report?

This report is organized by YRBS topic area. Each topic area contains key charts that highlight a few questions from that topic area, plus a narrative overview of other key data pieces.

Topic Areas contain bar charts of key questions for:

- The relevant student population overall
- Breakdown by sex (male/female)
- Breakdown by grade level

Topic areas may also contain some narrative providing an overview of any other relevant questions.

Higher Risk Populations At A Glance: Provides bar charts of four key questions comparing certain vulnerable or higher risk student populations to their peers. The four questions include: mental health concerns, bullying, sense of school belonging, and having a teacher to talk to.

These questions were selected for two reasons: 1) they are particularly salient to schools and focus on things that schools may be able to address, either in whole or in part; 2) a high percentage of students overall experience these indicators, which makes it more likely that there will be enough data to disaggregate by the selected student populations. Low prevalence questions, such as drug use, are less likely to produce enough data for this purpose at the school or even district level.

All middle school surveys will have information on three higher-risk populations: food insecure students, students of color, and students with low grades. That is because the questions on food security, race/ethnicity and average grades are on the standard middle school survey. In addition, schools could opt for a “high risk groups optional module”. Schools that included that module in their survey will also have data on LGBT students, students with physical disabilities or chronic health conditions, and students with special education services.

Additional information for each high risk population is covered in the detailed data tables in the appendices.

Question-Specific Tables: The appendices contain detailed, question-by-question tables that provide YRBS numbers for students overall and by subgroup. To keep the report a reasonable length, not all questions have charts in the topic area section. If you don’t see a chart of the question you’re looking for, please look the number up in the question-specific table.

Optional Modules: The local YRBS was standardized to allow for consistent and stable comparisons across middle schools. In order to still allow some customization, schools were allowed to choose one additional optional module if they desired. If Parkview Middle School selected an optional module, data from that module appears in this section.

ANSWERS TO COMMON QUESTIONS

Why is data for that question/subgroup missing? There are a few reasons why data for a particular group—or an entire question covered in this report—might be missing:

If the school opted not to survey a given grade, then responses for that grade will be listed as 0 and/or not displayed in charts. If the exclusion of that grade meant that certain subgroups were missed altogether (e.g., the school has only 4 Hispanic/Latino students and they were all in grades not surveyed), then tables for that subgroup will also indicate that it is missing.

If the numbers reported for a question or subgroup were too small to report, data will not be displayed. When a subgroup is missing from a chart, or you see “–” in a table, that might be due to small numbers. This is calculated for each question. Therefore, both the size of the student respondent population (or subpopulation) and the likelihood of the risk behavior will play a role in which data are reportable. Large, diverse schools with a high response rate might be able to see breakdowns of the data for rare risk behaviors, while very small schools might not be able to see data on some common risk behaviors.

The YRBS asks students to honestly and anonymously report on highly sensitive information. When very few students report a risk behavior, there are both privacy protection and data quality reasons not to report such numbers. From a privacy standpoint, reporting small numbers at the school, district, or even county level might make it easy to guess (correctly or incorrectly) a student's identity. DPI policy requires redaction of such small numbers, particularly for sensitive questions or topics. From a data quality perspective, small numbers are inherently unstable.

Small schools are statistically more likely to have more such redaction. This means that small schools may see lots of “–” and missing bar chart columns in their reports. Note that:

- The redaction itself is informative in that it means very few students reported the risk behavior.
- The redacted information from small schools will still be used in higher level reports, such as district and county-level reports (where available). Thus, the data are still used to produce local YRBS numbers, even if it doesn't show up at the school level. (Note that very small numbers are still redacted in district and county-level reports, but the greater number of student responses means that small numbers are less likely to be a problem at this level.)
- If numbers for a given behavior and/or subpopulation still do not appear in district or county-level reports, refer to neighboring county numbers and/or the statewide numbers instead. While they may not be an exact match for your school, they can provide a guidepost for the likely prevalence in your area.

From where is the information coming? All data in this report comes solely from the YRBS survey. Some of the YRBS questions ask students to self-report on information that is also maintained by the school (e.g., grade level, race, sex, special education status and academic grades),

or by other organizations such as health care systems (e.g., asthma, concussions, mental health). However, none of the information used here comes from any identifiable data source. Because the survey is confidential and anonymous, there is no way to get such information from schools, and no attempt is made to do so. Similarly, the YRBS includes questions that ask students whether or not they have certain medical conditions (e.g., asthma) or whether they have experienced symptoms that describe depression or anxiety. The responses are student self-reports of medical or psychological conditions, rather than professionally verified diagnoses. The integrity of the YRBS depends on keeping responses entirely anonymous and confidential. To help the reader know that information is based on student self-reported YRBS answers, rather than school or health care records, sometimes charts are explicitly labeled “Self-Reported”. However, all questions are self-reported, even if the chart or table does not explicitly say “Self-Reported”.

Is the data high quality? The YRBS is a reliable and valid survey instrument used across the country for over 20 years. Wisconsin does not currently collect official, state-level YRBS data at the middle school level. However, as is true of the high school survey, Wisconsin’s 2021 Middle School YRBS is based on the Centers for Disease Control and Prevention’s (CDC’s) official Middle School YRBS. In addition, the information prepared for this report follows CDC protocol in applying numerous data quality checks, which are used to identify and remove likely invalid responses. These checks help to ensure that the data used for reports are as clean as possible.

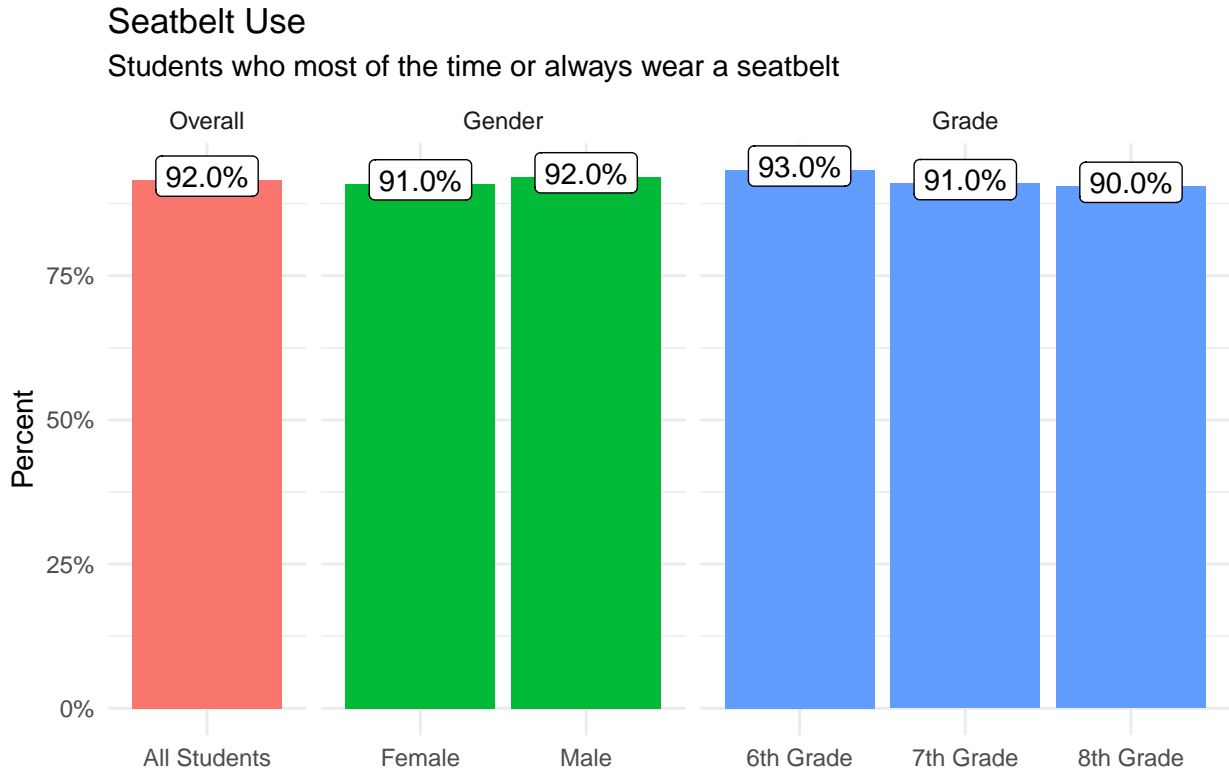
The conditions under which a survey is taken can affect data quality. If a school has substantially fewer usable surveys than students who were offered the survey, that indicates either that many students failed to answer questions, or that their answers were consistently flagged as likely to be invalid. If this is the case for your school, you may want to consider tweaking your survey administration methods to make sure that students are not rushed and also that they have confidence that no one can see their screen. Guidance for administering a high quality local YRBS is provided on the “Conducting A YRBS” webpage.

Report Version

This report was updated on July 12, 2022.

MOTOR VEHICLE AND BICYCLE SAFETY

Seatbelt Use



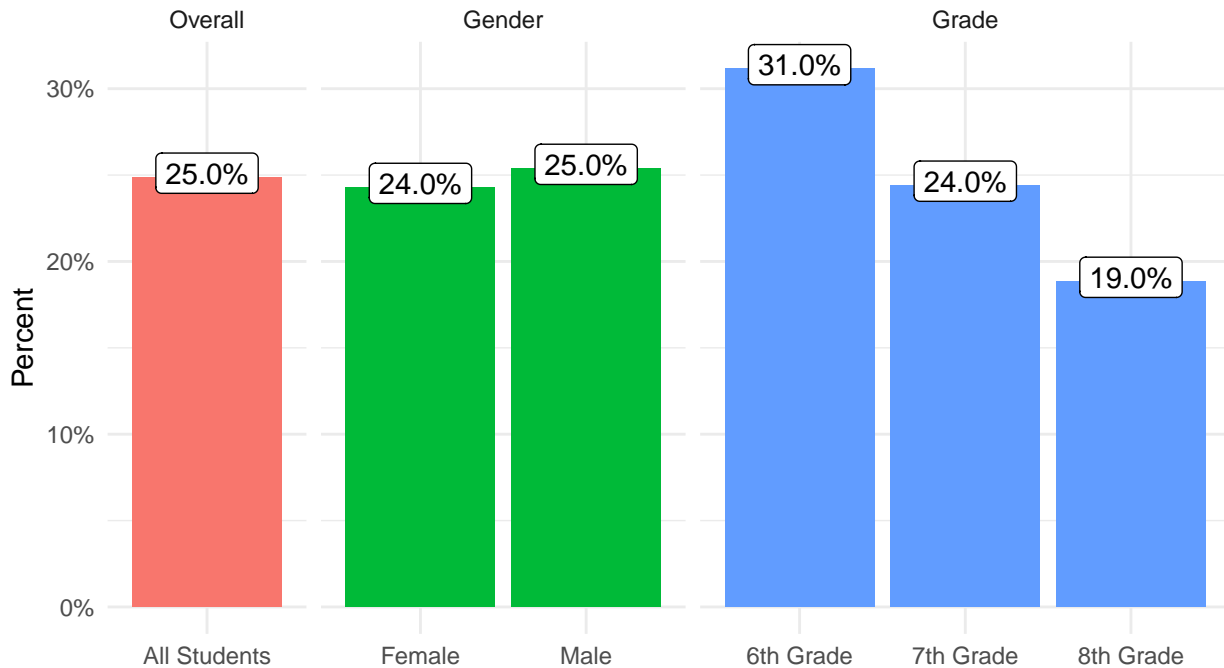
Missing bars mean numbers are too small to report

3% of students said that they never or rarely used a seatbelt.

Helmet Use

Bicycle Helmet Use

Bicycle riders who most of the time or always wear a helmet



Missing bars mean numbers are too small to report

The middle school YRBS asks students “How often do you wear a helmet when riding a bicycle?” Students who answered “I do not ride a bicycle” were excluded from the analysis. The chart above shows helmet use among students who answered that they used a helmet “most of the time” or “always”. Other answers included “sometimes” or “never”. **53%** answered that they “never” wear a helmet when riding a bicycle.

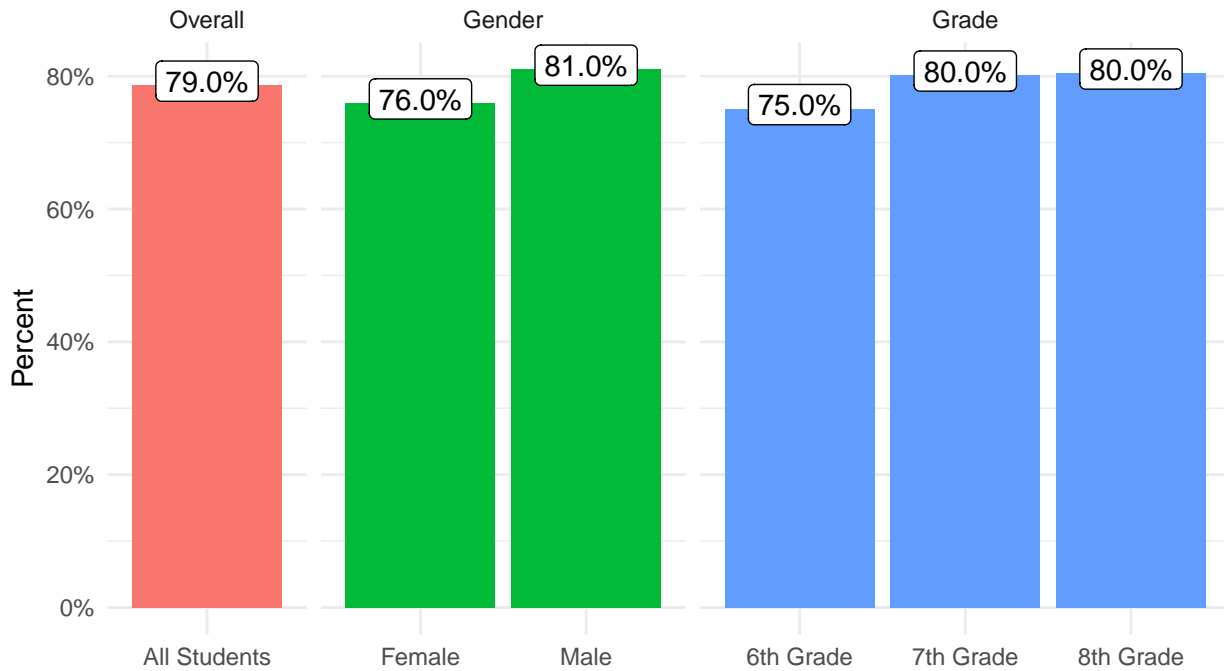
SCHOOL SAFETY

Perceptions of safety

How safe do students feel at school? The charts in this section show students' perceptions of their own physical safety as well as the general issue of violence as a problem at their school.

Feel Safe At School

Students who most of the time or always feel safe at school

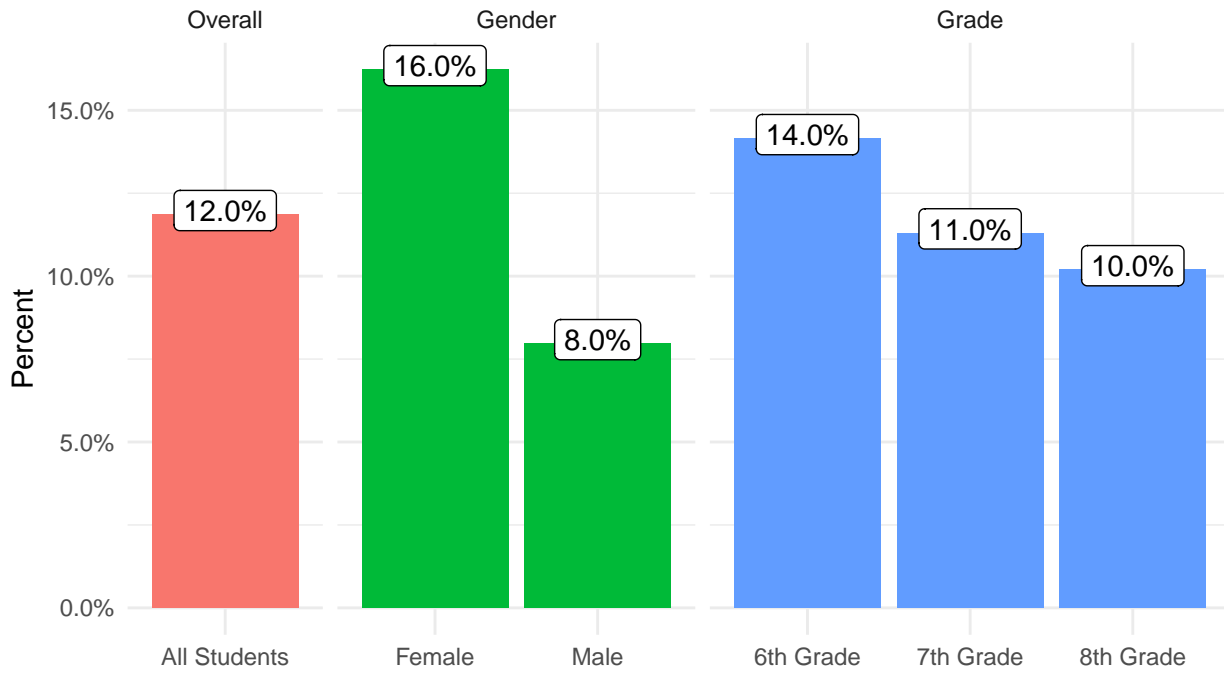


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5% of students said that they rarely or never feel safe at school. Perceptions of safety are often highest among students with higher status and lower among students of color, students with disabilities, and LGBT students. If this school selected the “high risk optional module”, information for those subpopulations will appear at the end of this report.

Safety and Attendance

Students who missed school because they felt unsafe (past 30 days)



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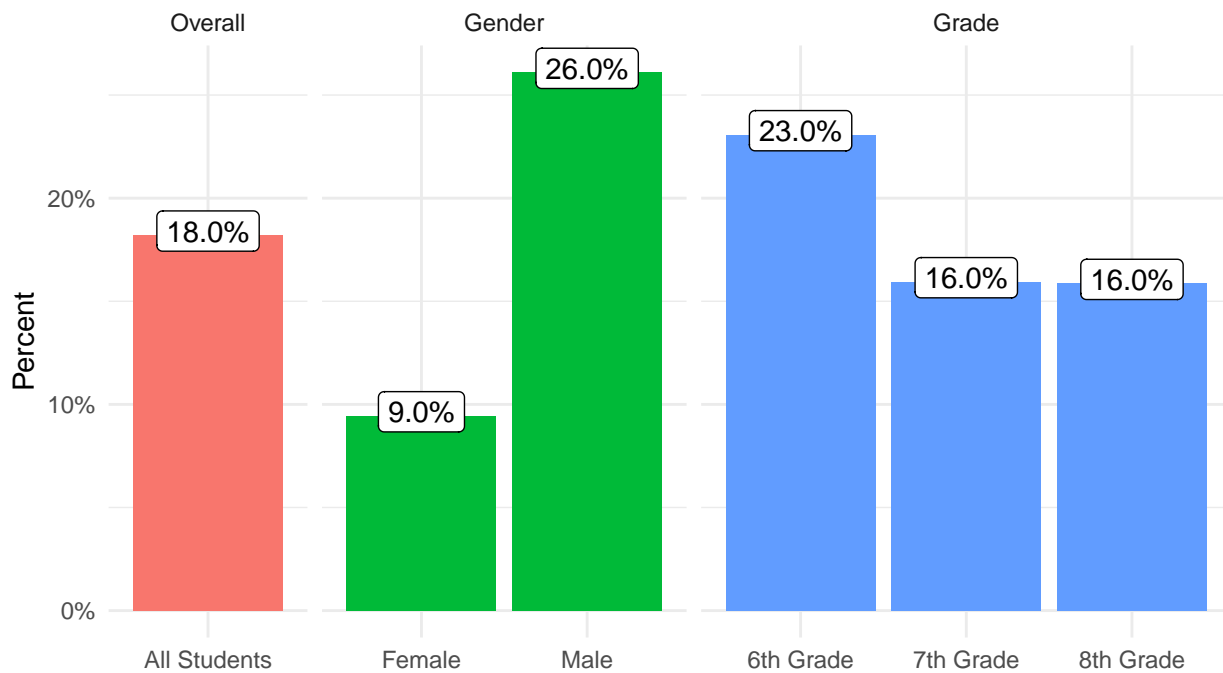
A perceived lack of safety can affect school performance and school attendance. The chart above shows the percent of students who reported missing one or more days of school because of safety concerns either at school or en route to school. To see differences by subgroup, refer to the question-specific tables.

Violence and Weapons At School

The middle school survey includes two questions related to violence and weapons at school.

Fight at School

Students who were in a physical fight at school (past 12 months)



Missing bars mean numbers are too small to report

The chart above shows students who answered that they had been involved in one or more physical fights on school property in the past 12 months.

Students were also asked whether they had carried a weapon such as a gun, knife, club or other weapon on school property in the past 12 months. **3%** said that they had done so one or more times in the past 12 months.

To see more information on each of these questions, refer to the question-specific tables.

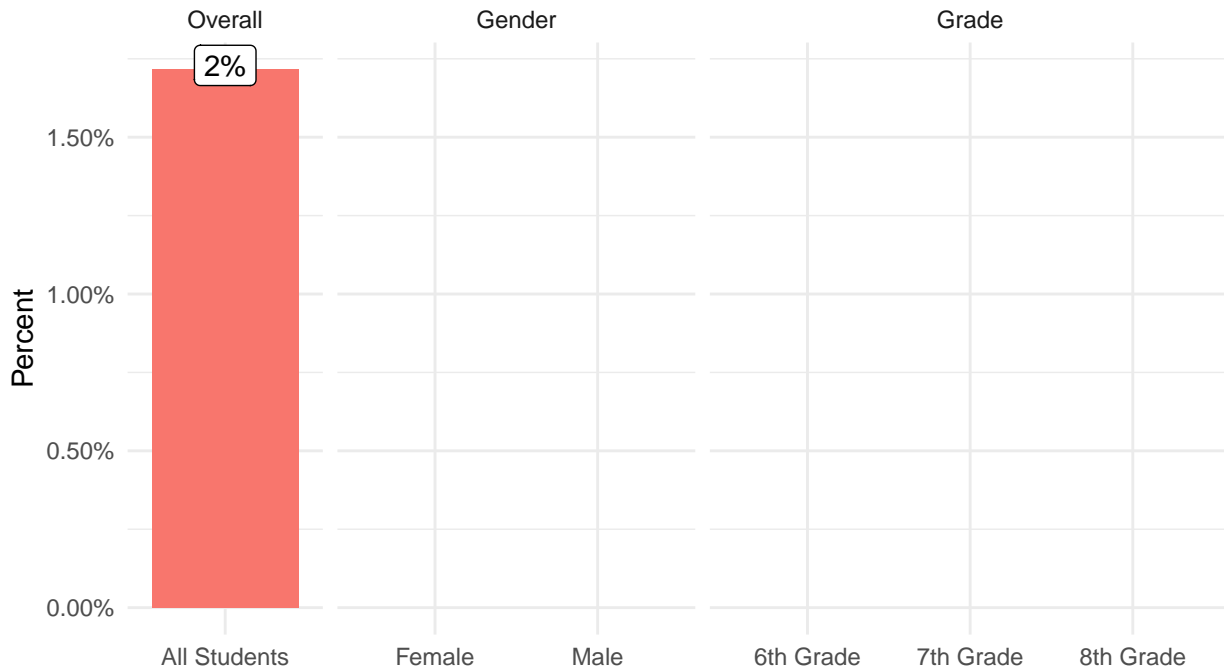
For information and resources on school-based violence prevention, see DPI’s Safe Schools resources: <https://dpi.wi.gov/sspw/safe-schools>.

Drugs at School

The YRBS asks students two questions about drugs at school: whether they had acquired drugs at school during the past 12 months, and whether they had attended school under the influence of drugs or alcohol during the past 12 months.

Drugs At School

Were offered, sold, or given drugs on school property (past 12 months)



Missing bars mean numbers are too small to report

See DPI's Alcohol and Other Drug Addiction (AODA) webpage for information, tools and resources: <https://dpi.wi.gov/sspw/aoda>.

SCHOOL CLIMATE

Closely related to school safety is the broader issue of school climate: whether students feel a sense of inclusion and engagement in their school. All YRBS surveys included some questions on school climate, which are reported in this section. Schools that opted for the “School Climate” optional module will find results from those questions at the end of this report.

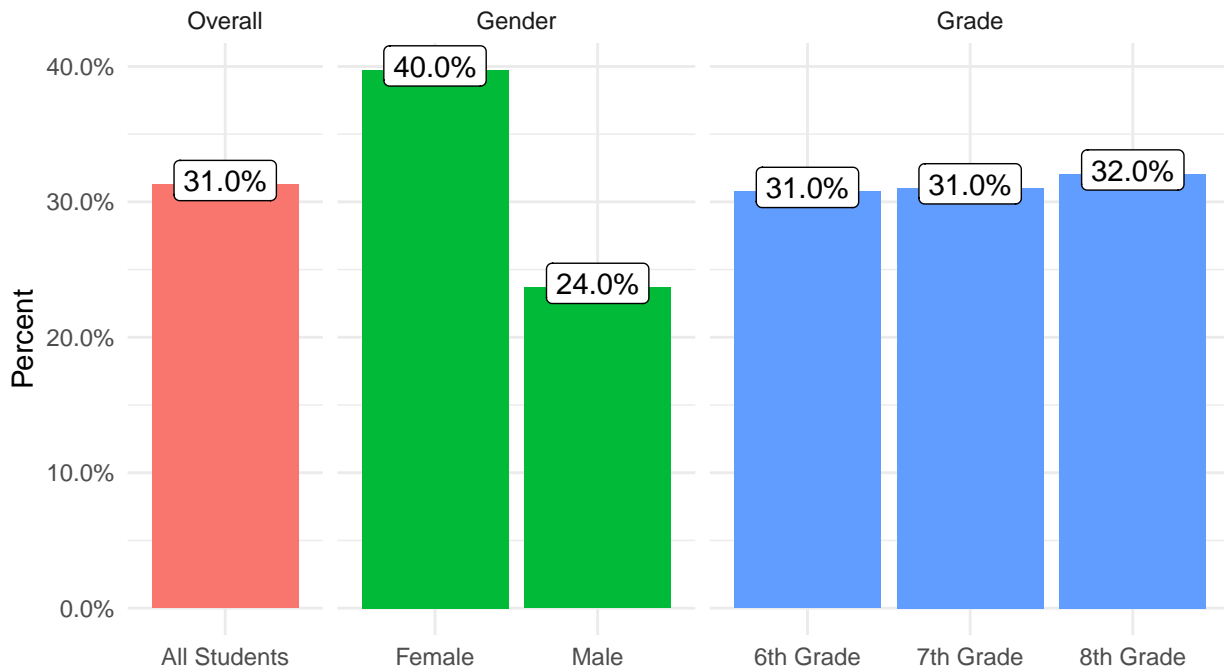
This section covers questions on bullying, belonging, and supportive adults at school.

Bullying

Students were asked three questions on bullying: whether they have been bullied at school in the past 12 months, whether bullying is a problem at school, and whether they have been electronically bullied (at school or elsewhere) during the past 12 months. The questions do not ask about the frequency or intensity of the bullying; only whether or not it had occurred.

Bullied At School

Students who experienced bullying at school during the past 12 months

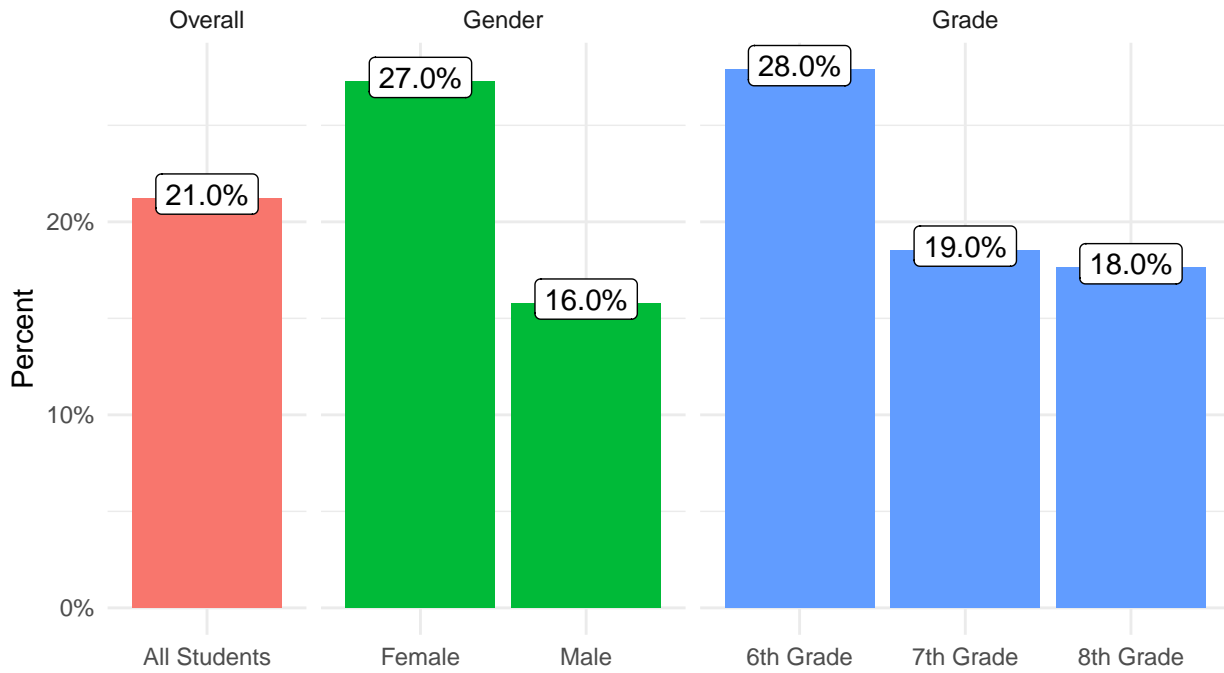


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Oftentimes students who are bullied at school are also bullied online.

Bullied Online

Students who were electronically bullied (past 12 months)

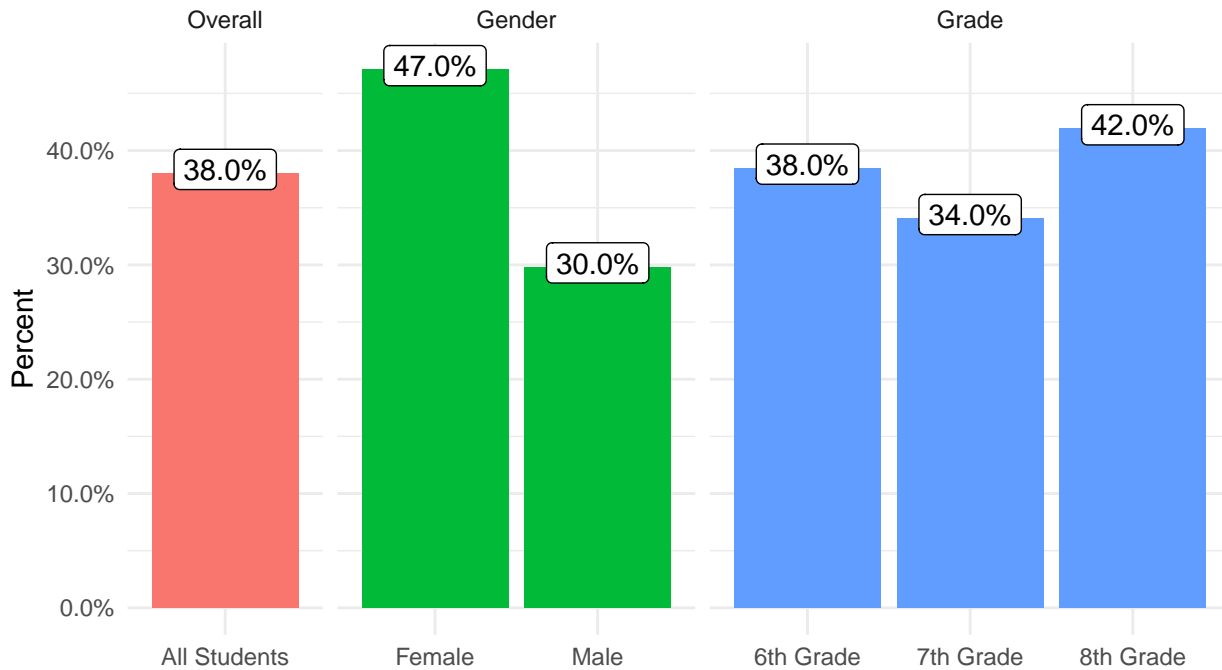


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Overall, **38%** experienced bullying either at school, online, or in both forms.

Bullying Is A Problem

Students who agree or strongly agree that bullying is a problem at their school



Missing bars mean numbers are too small to report

Regardless of whether or not they themselves have been bullied, students may have perceptions of how pervasive and harmful bullying is at their school. Overall, **38%** of students agreed or strongly agreed that bullying was a problem at their school. See DPI's Bullying Prevention webpage for information and resources on bullying prevention: <https://dpi.wi.gov/sspw/safe-schools/bullying-prevention>.

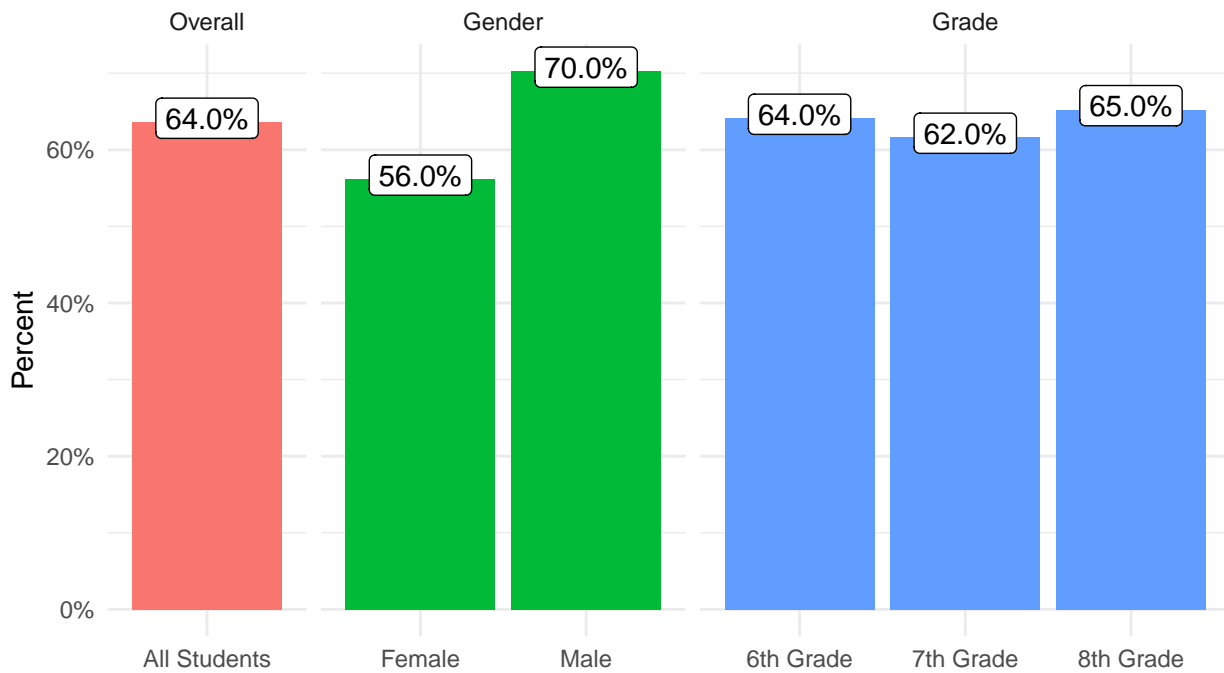
School Connectedness

Students who feel connected, included, and engaged at school generally do better academically and socially. Strong school connectedness can also buffer young people against anxiety, depression, and peer pressure.

The chart below shows how students responded to a question asking them to what extent they “feel like [they] belong at this school”.

Feel Like They Belong At School

Students who agree or strongly agree that they belong at school



Missing bars mean numbers are too small to report

10% of students responded that they did *not* feel like they belonged at their school (e.g., either disagreed or strongly disagreed with the statement), while some students indicated that they were “not sure”.

The section on “Protective Factors” provides additional information on school belonging. Similarly, the section on “Higher Risk Populations At A Glance” shows how this sense of belonging breaks down for different groups of students.

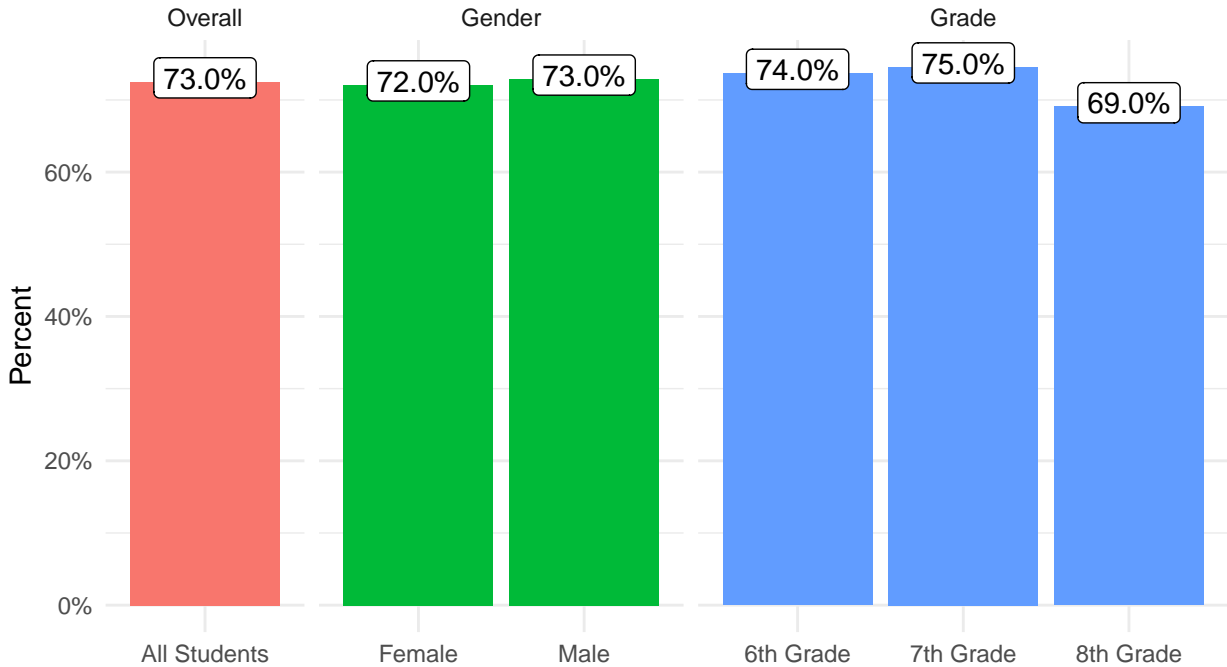
While higher risk groups often report a lower sense of belonging, teachers, administrators, and classmates within a school can have a tremendous impact on how included or excluded such students feel.

Extracurriculars

Extracurricular activities can play a key part in students’ sense of school connectedness and make them more likely to graduate (see e.g. Putnam 2015). The middle school version of the YRBS asks students whether they participate in “any school activities, such as sports, band, drama, or clubs”. The chart below shows students who answered “yes”.

Extracurriculars

Students who participate in school activities, teams, or clubs



Missing bars mean numbers are too small to report

Research indicates that:

- Being engaged in sports, drama, or other extracurricular activities can play a positive role in students’ mental and physical health, as well as academic outcomes.
- At the same time, such activities are often out of reach for students with the greatest needs. Students from economic disadvantage, as well as those with trauma, face greater barriers to such participation.

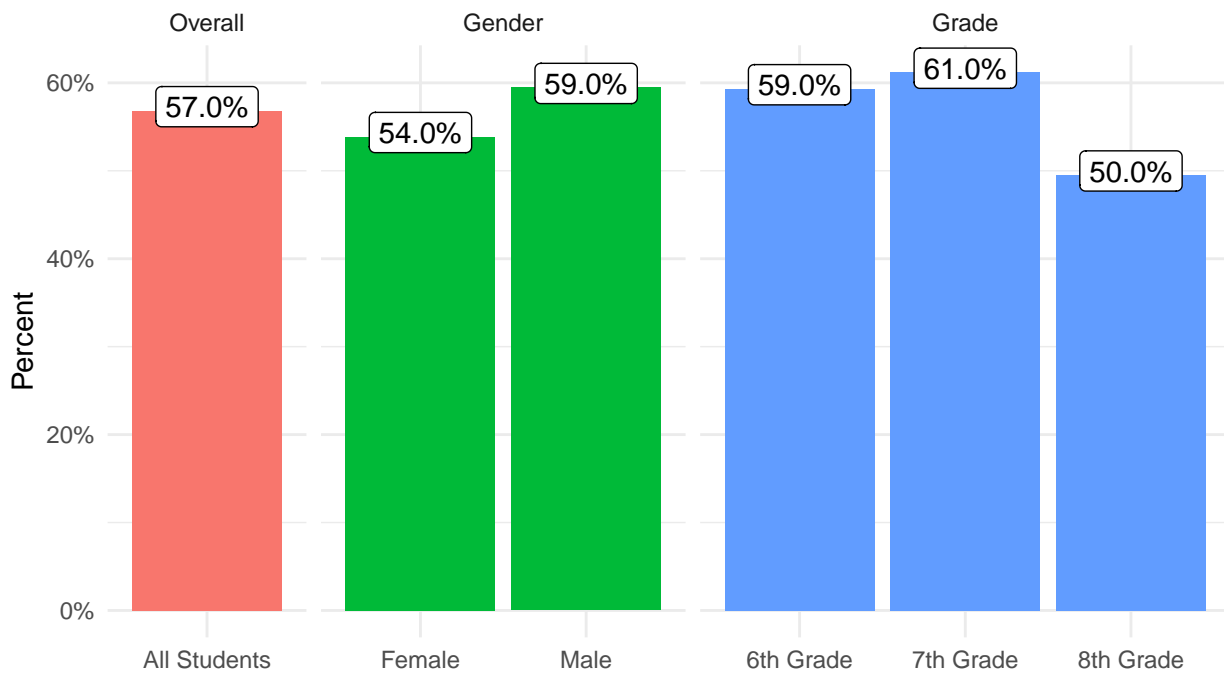
Schools can help by removing even minor economic barriers to participation (such as fees or gifts that students are asked to provide teammates before games), actively recruiting less-involved students, and trying to learn more about other reasons for non-participation. For more information, see the works Putnam 2015 and Paluch et al. 2019 in the selected references section.

Connections to Staff

Strong, positive connections to adults are a protective factor for both educational and health outcomes. Whether or not young people feel supported by, and connected to, teachers and other school staff, can make a big difference in the short and long-term (see e.g. the references to Centers for Disease Control and Prevention 2009; Putnam 2015, Tough 2018, and Steiner et al 2019 in the “Selected References” section).

Teachers Care

Students who agree/strongly agree that teachers care about them

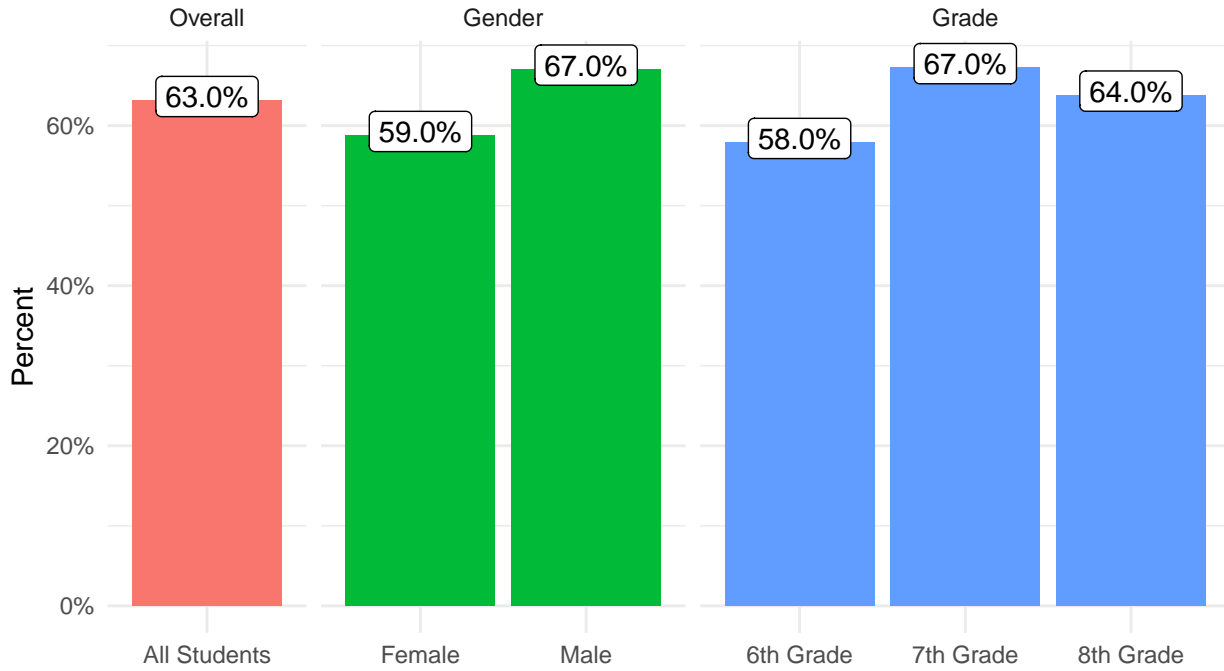


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Students who believe that their teachers care about them are more likely to stay in school and be invested in their education. Another factor that can make a tremendous difference for students’ school experience is whether or not they have at least one trusted adult at school. The chart on the preceding page shows results for this question.

Have a Teacher They Can Confide In

Students who have at least one teacher or other adult at school to talk to



Missing bars mean numbers are too small to report

10% of students said that they did not have a teacher or other adult at the school with whom they could talk about a problem. Schools can make special efforts to connect staff with those students who may feel more isolated or marginalized.

MENTAL HEALTH AND WELLBEING

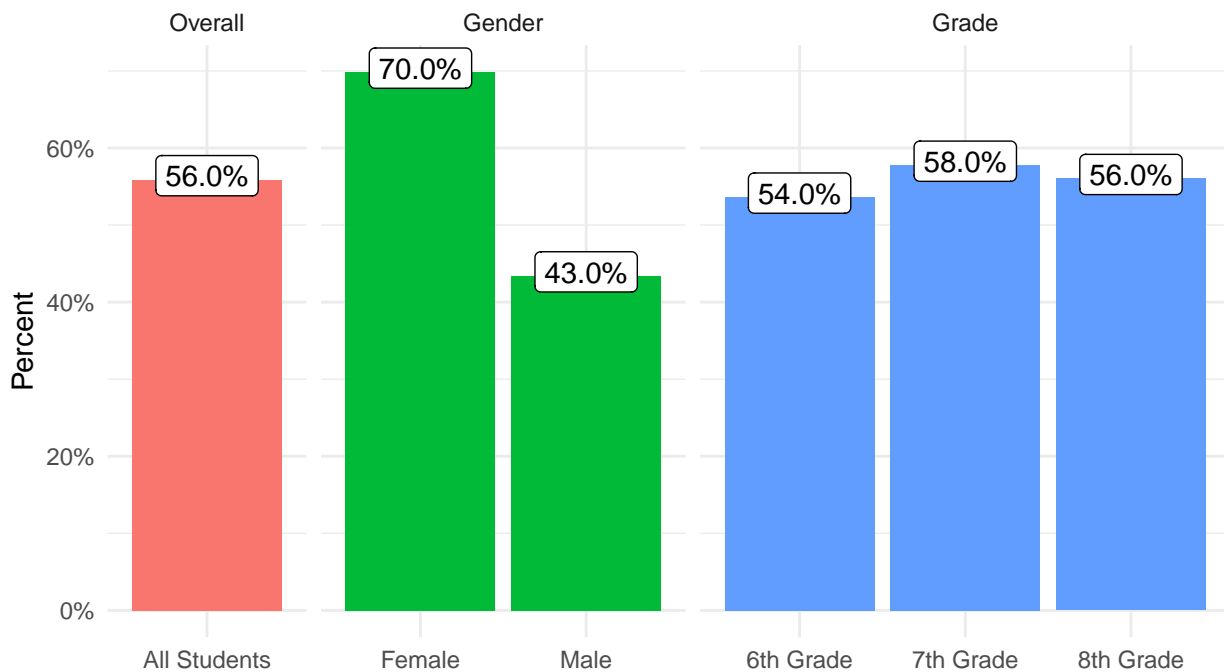
Students were asked about their mental wellbeing over the past year, as well as any experiences harming themselves or considering or attempting suicide.

Anxiety, Depression and Self-Harm

Students were asked two questions about whether they had experienced “significant problems” due to anxiety or prolonged sadness. They were not asked whether they had a mental health diagnosis. Students were also asked about non-suicidal self-harm.

Self-Reported Anxiety

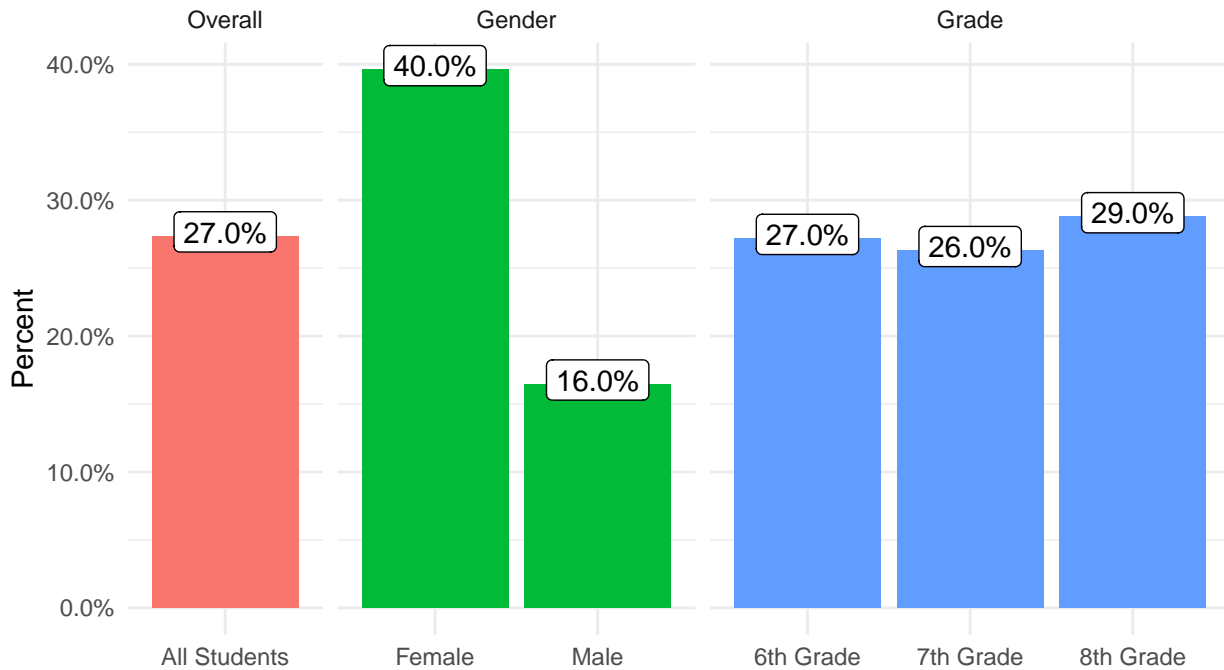
Students who had experienced significant problems with anxiety (past 12 months)



Missing bars mean numbers are too small to report

Self-Reported Depression

Students who experienced prolonged, disruptive sadness (past 12 months)



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The question on self-reported depression asked whether students had felt “so sad or hopeless almost every day for two weeks or more in a row that [they] stopped doing some usual activities” within the past 12 months.

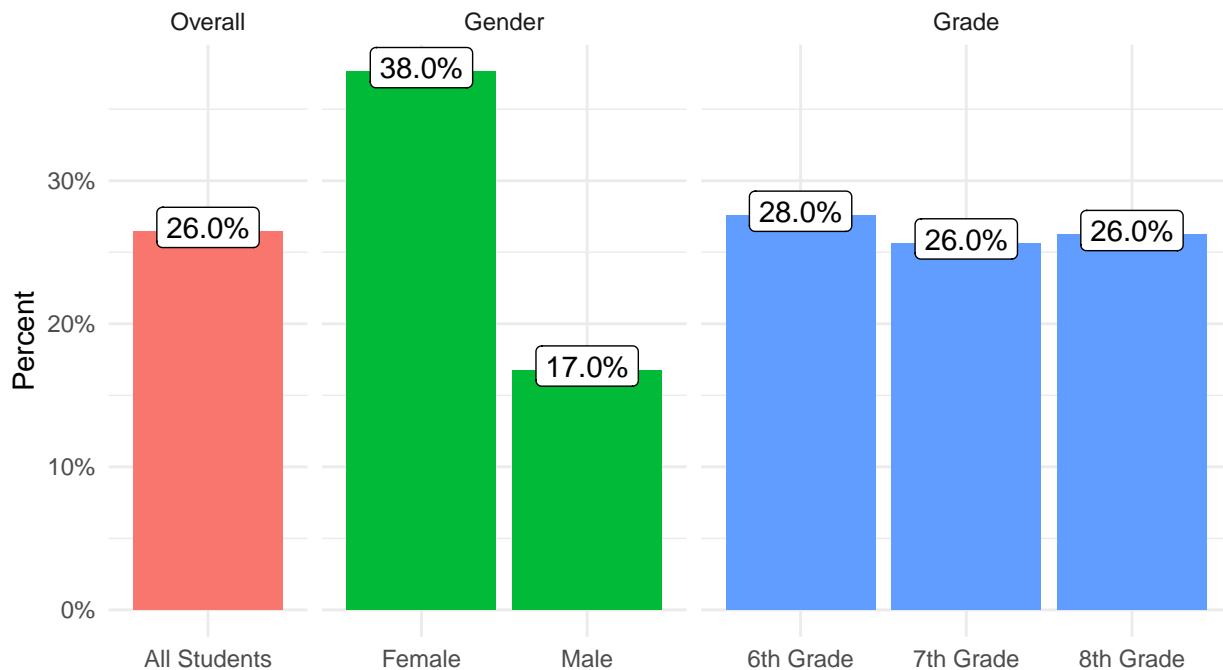
In general, self-reported rates of anxiety and depression were higher for students who:

- had a low sense of school belonging
- had experienced bullying, violence or trauma
- had low grades
- had anything else that set them apart from their peers, including race, class, sexual orientation and disability

Specific rates for subgroups can be found in the “Higher Risk Populations At A Glance” section and in the question-specific tables at the end of this report.

Self-Harm

Students who intentionally self-harmed without intending to die (past 12 months)



Missing bars mean numbers are too small to report

Students also reported on whether or not they had engaged in non-suicidal self-harming practices during the past year. **26%** of students reported having engaged in a self-harming practice at least once.

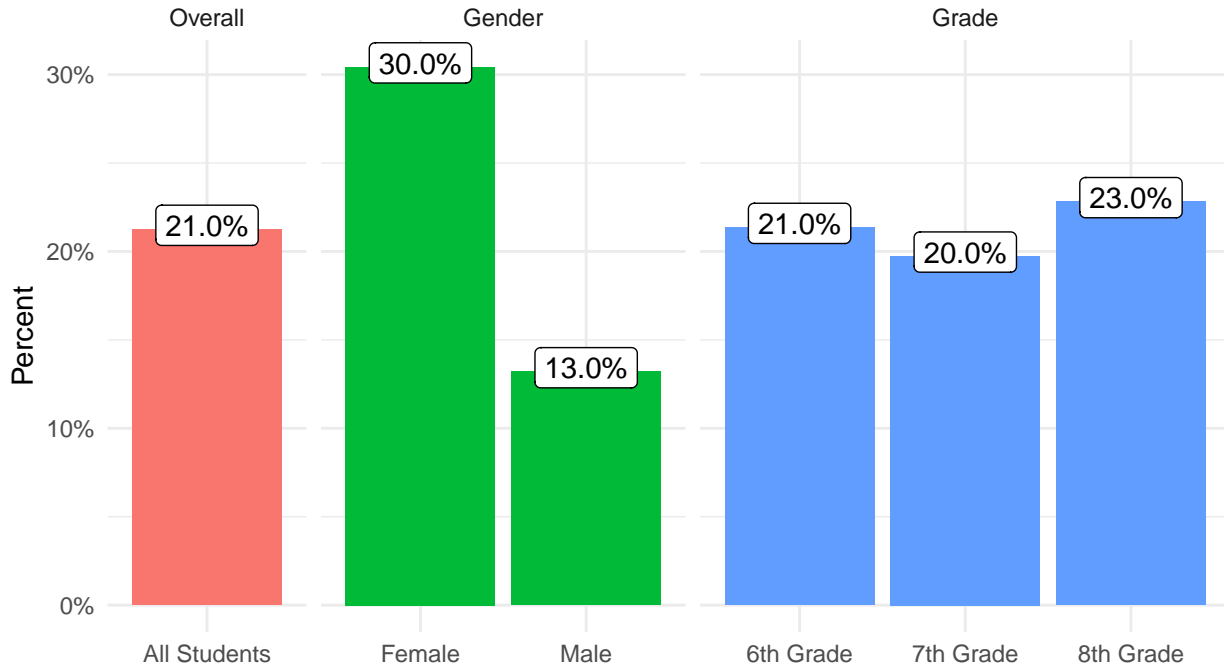
Overall, **62%** answered affirmatively to at least one of the questions about anxiety, depression, or self-harm.

Suicidal Thoughts and Behavior

In recent years, youth suicides and suicidal ideation have been on the rise (see e.g. Ruch et al). The YRBS asks students whether they have seriously considered, planned, and attempted suicide.

Considered Suicide

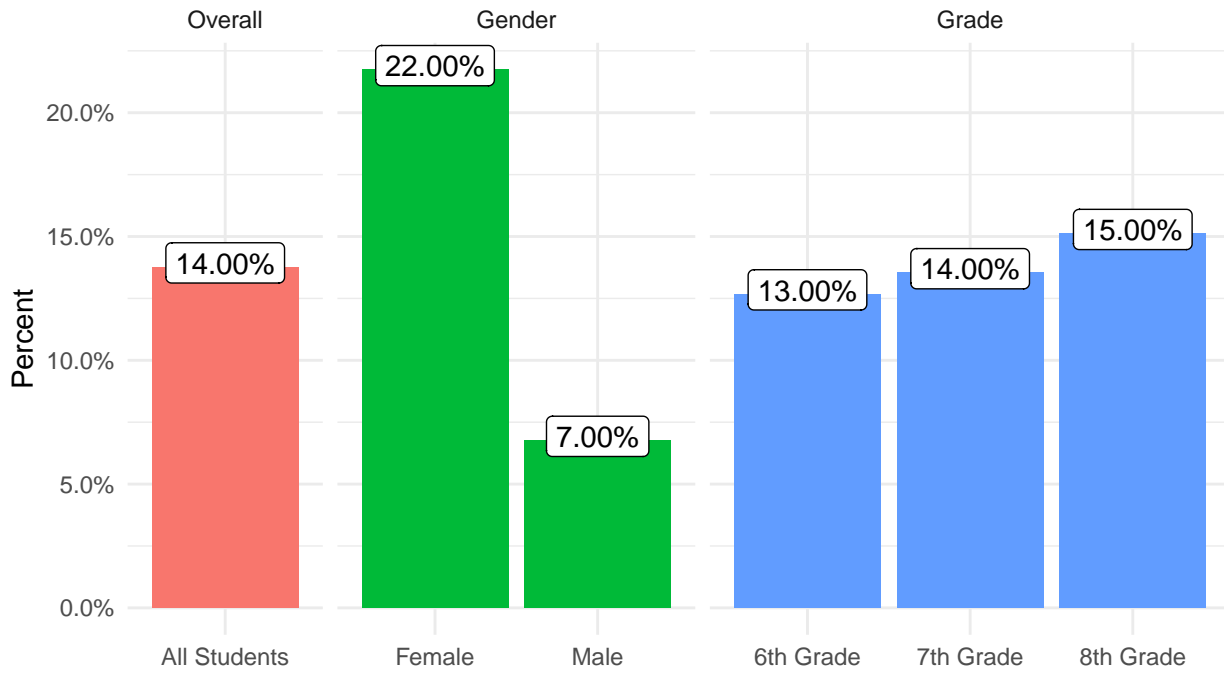
Students who seriously considered suicide (past 12 months)



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Had a Suicide Plan

Students who made a plan for a suicide attempt (past 12 months)



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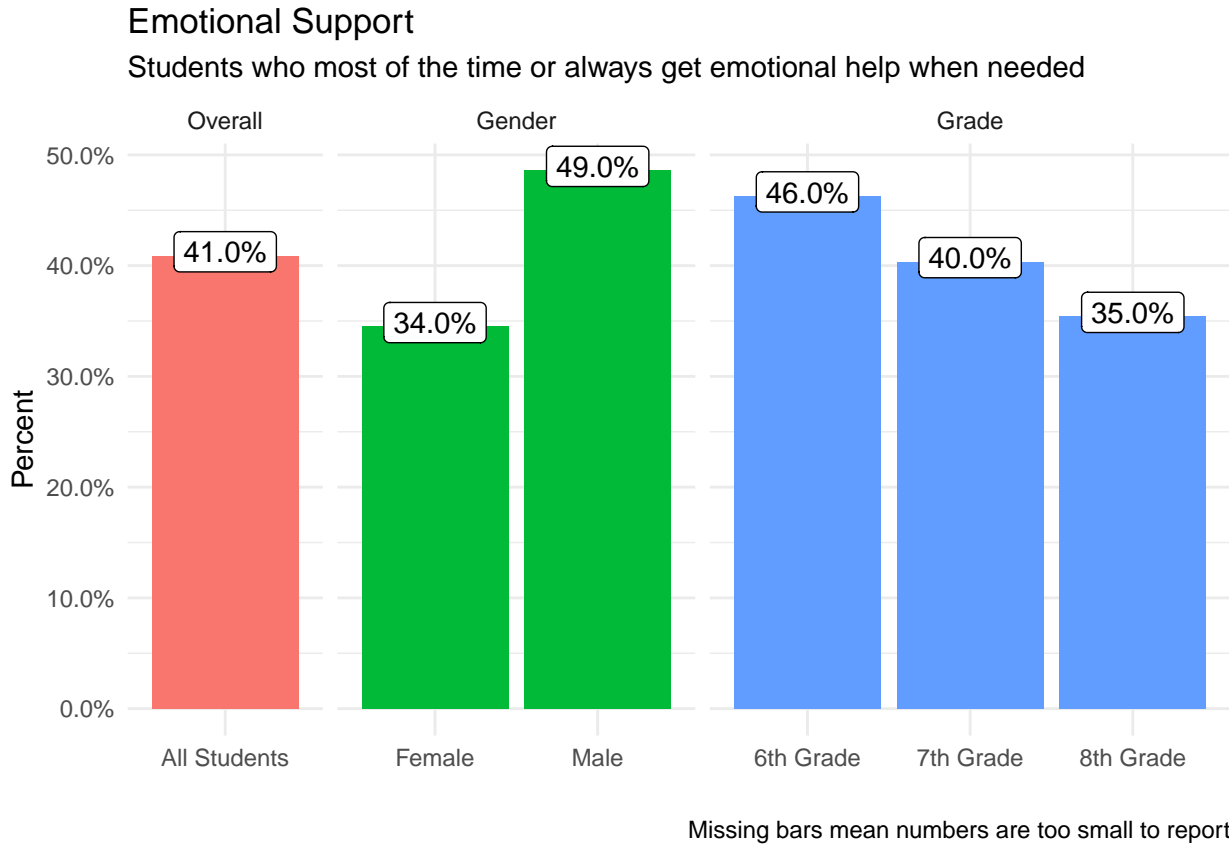
14% of students have made a plan about how they would attempt suicide.

6% of students have attempted suicide. See the appendix for more detailed tables on suicidal planning and attempts.

DPI offers schools a number of resources for suicide prevention and postvention, including trainings and curricula. Suicide prevention resources are available at: <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention>

Help-seeking and Supports

Students were asked general questions about access to emotional supports. The questions were not specific to suicide or any mental health condition. The chart below shows the percentage of students who agreed that they “get the help they need” when they are in emotional distress.



Conversely, **33%** of students said that they rarely or never get the help they need.

Students were also asked whom they rely on for emotional support through the following question: “When you feel sad, empty, hopeless, angry, or anxious, with whom would you most likely talk about it?” Students could only pick one response, so selections may represent students’ most frequent or otherwise primary (but not necessarily exclusive) source of support.

Who Do Students Turn To For Emotional Support?

ADULT (parent, teacher or other adult): **43%**

PEER (friend or sibling): **37%**

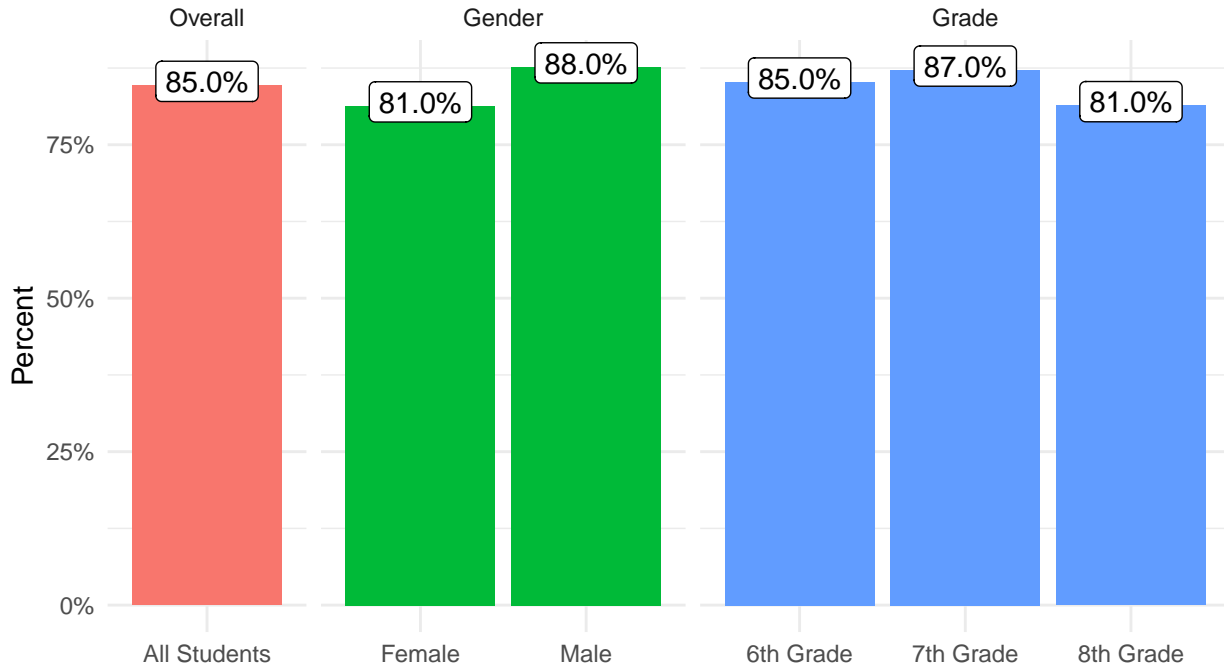
NOT SURE: **20%**

Peers are often an important source of support for students. Peer-based programs seek to leverage this natural support by helping young people help one another. Evidence-based, peer-supported programs in suicide prevention, bullying prevention, and other areas can be an important tool for schools and communities.

Supportive adults are a vital resource in a young person’s life. Parents are a primary source of support for many young people. Having other supportive adults is also important. Students were asked how many adults besides their parents they could speak with about an important question affecting their life. The chart below shows students who had at least one such adult.

Have a Supportive Adult

Students who could turn to at least one adult besides parents



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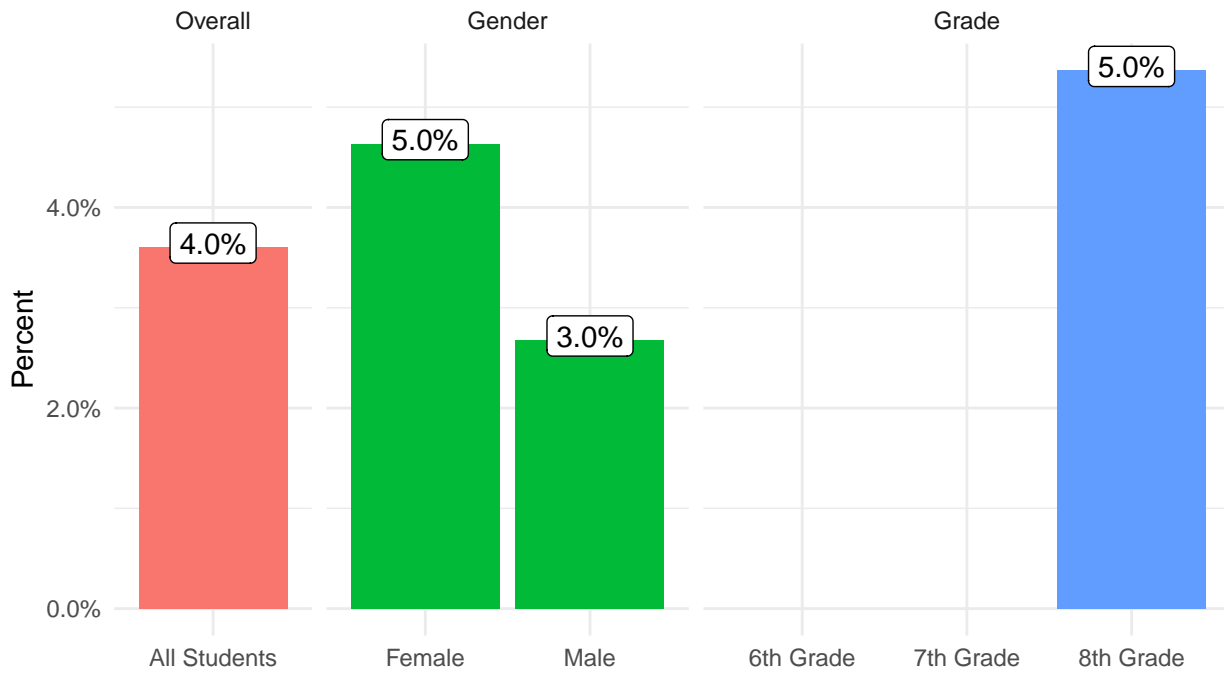
Regardless of whether students actually use such adults as a frequent source of support, the mere presence of such adults in a young person’s life is an important protective factor. For more information on this question, see the “Protective Factors” section.

SEXUAL BEHAVIOR

The middle school version of the YRBS only includes one question on sexual behavior that can be used to inform public health initiatives and/or school health practices. The question asks “Have you ever had sexual intercourse?” Another question on sexting appears in the section on Technology Use and Online Behaviors. A question on sexual abuse or coercion appears in the “Trauma and Adversity” section of this report.

Ever Had Sex

Percent of students who have ever had sexual intercourse



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TOBACCO

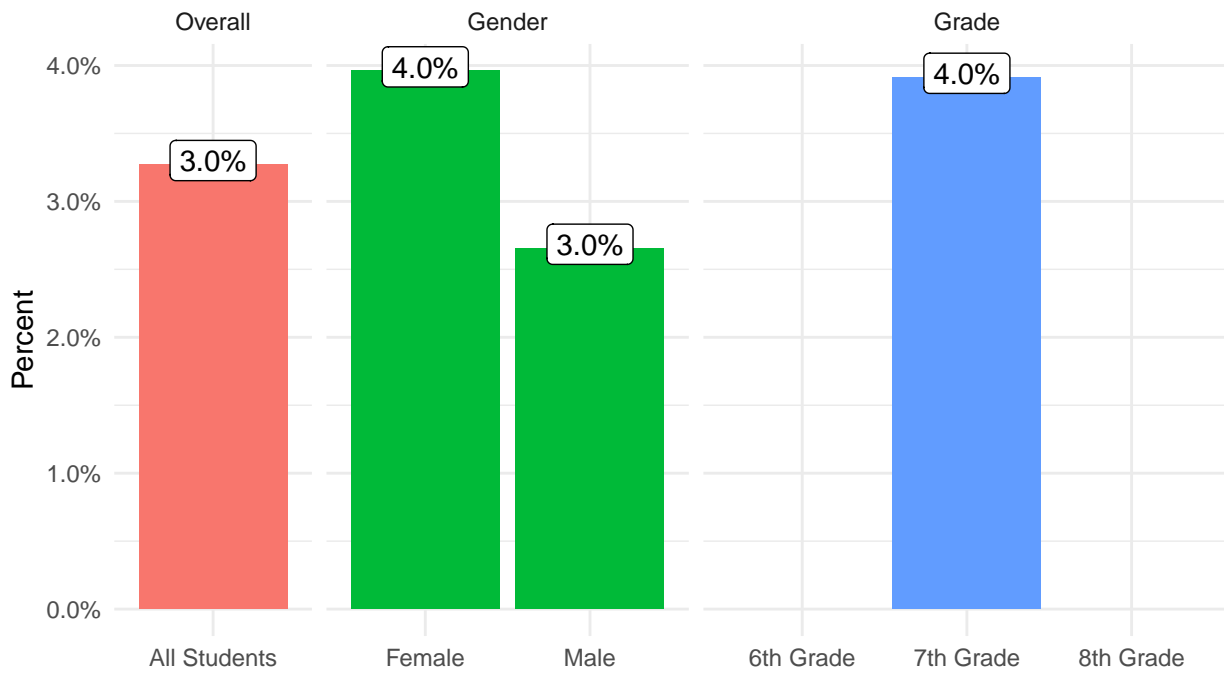
The YRBS asks about both traditional tobacco products and electronic tobacco products. (Schools that opted for the Drug Free Communities Optional Module or the Youth Tobacco Survey Optional Module will find those results at the end of this report.)

Vaping

Questions about electronic tobacco were added to Wisconsin’s state (high school) YRBS in 2017. The 2019 and 2021 middle school surveys continued to ask about current use of electronic vapor products, such as JUUL.

Currently Vape

Students who used vaping products (past 30 days)



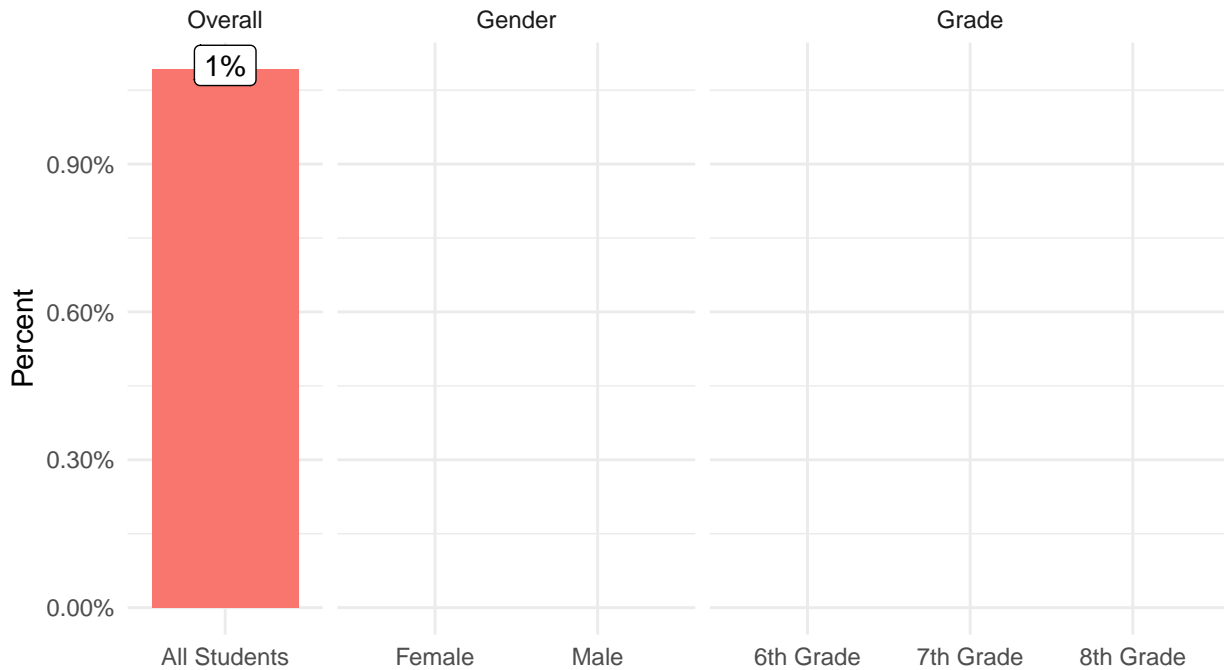
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Other Tobacco Products

Students were asked about current use of a number of other tobacco products, including cigarettes, cigars, and chew or other smokeless tobacco products. The chart below shows the percent of students who responded affirmatively to any of these questions about traditional tobacco products.

Use of Any Other Tobacco Products

Students who have used cigarettes, chew, cigars or cigarillos in the past 30 days



Missing bars mean numbers are too small to report

The overall 30-day use rates for specific tobacco products were as follow:

Chew/smokeless tobacco: [number too small to report]

Cigars, cigarillos, little cigars: [number too small to report]

Cigarettes: [number too small to report]

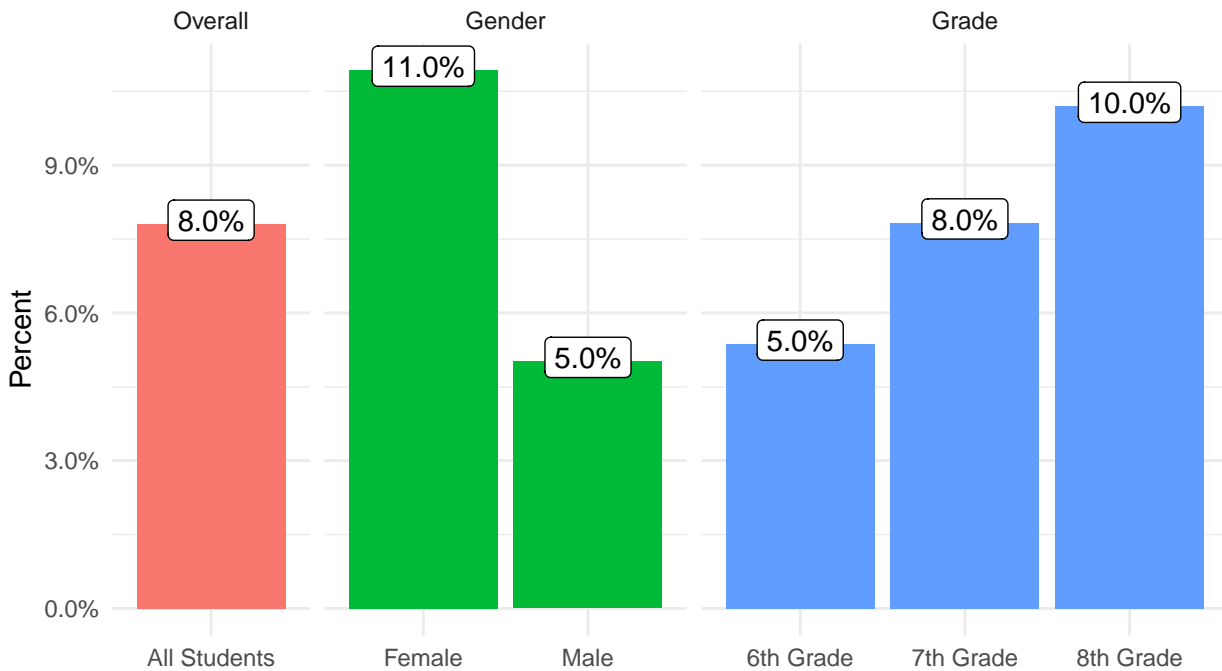
For more information on the rates of use for each of these products, see the question-specific tables at the end of this report.

ALCOHOL

The middle school version of the YRBS asks students about current alcohol use (past 30 days). Students were counted as having used alcohol in the past 30 days if they had “at least one drink of alcohol”.

Current Use of Alcohol

Students who had at least one drink (past 30 days)



Missing bars mean numbers are too small to report

(Schools that opted for the Drug Free Communities Optional Module will find those alcohol-related questions at the end of this report.)

See DPI’s Alcohol and Other Drug Addiction (AODA) webpage for information, tools and resources: <https://dpi.wi.gov/sspw/aoda>.

DRUG USE

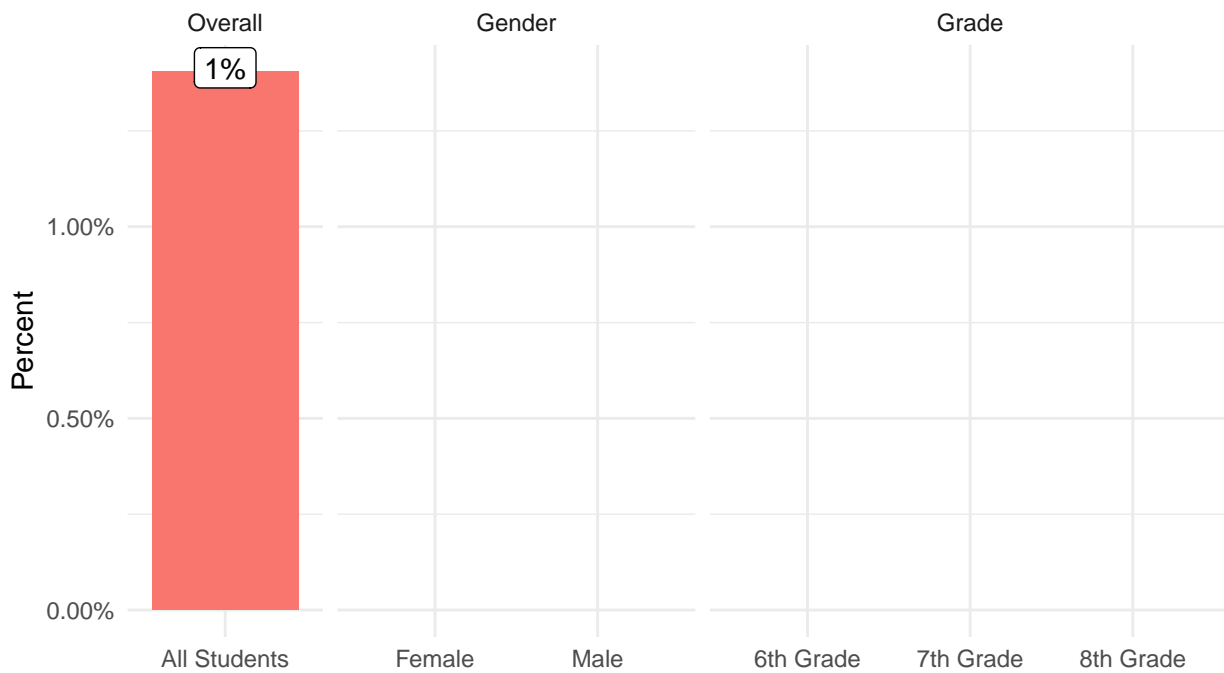
The YRBS asks students about use of illegal drugs as well as abuse of legal drugs. (Schools that opted for the Drug Free Communities Optional Module will find those questions at the end of this report.)

Marijuana

The middle school version of the YRBS asks students about current use of marijuana.

Current Marijuana Use

Students who have used marijuana in the past 30 days



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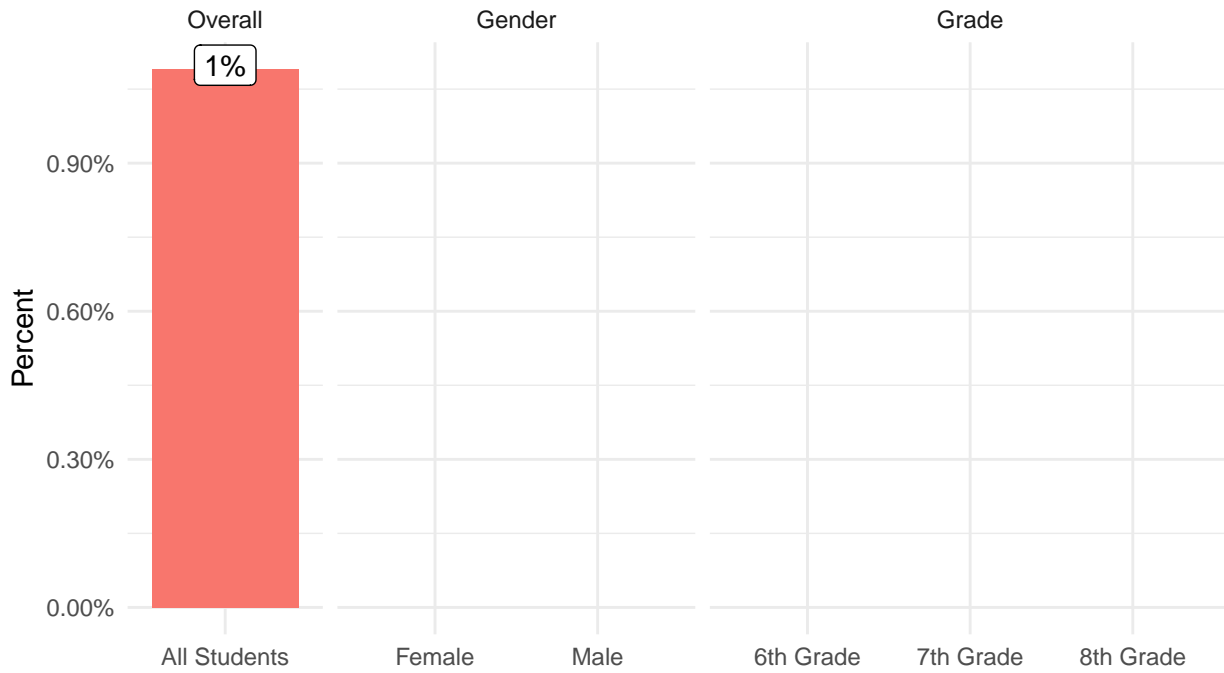
In general, such students who start using substances earlier are also more likely to report indicators of trauma, violence, or abuse. A trauma-informed lens is advised when working with students with early alcohol or drug use.

Other Illegal Drugs

The middle school version of the 2021 YRBS asks about use of any illegal drug besides marijuana in the past 12 months. Since prevalence for this measure is generally low, data may not appear here at the school or district level. Please see county and/or CESA reports for additional information.

Other Drug Use

Students who used other illegal drugs besides marijuana

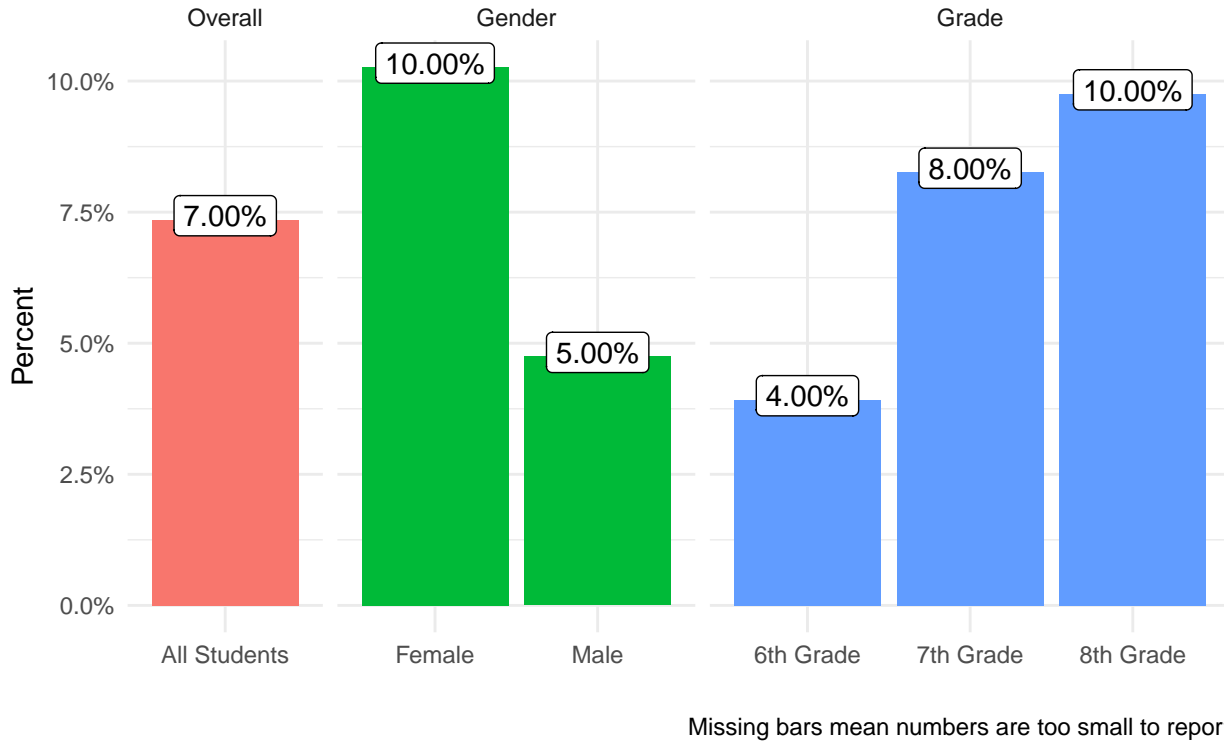


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Abuse of Legal Substances

Any Legal Drug Misuse

Students who misused over-the-counter and/or prescription pain medicines



Students were asked about the unauthorized use of prescription painkillers and over-the-counter medications. Overall, **7%** of students had ever engaged in such use, with **6%** of students reporting use of a prescription painkiller without a doctor’s prescription and **3%** reporting use of an over-the-counter drug to get high. The chart above shows the percent of students who answered affirmatively to one or both of these questions.

For more information, see the question-specific tables at the end of this report.

TECHNOLOGY USE AND ONLINE BEHAVIOR

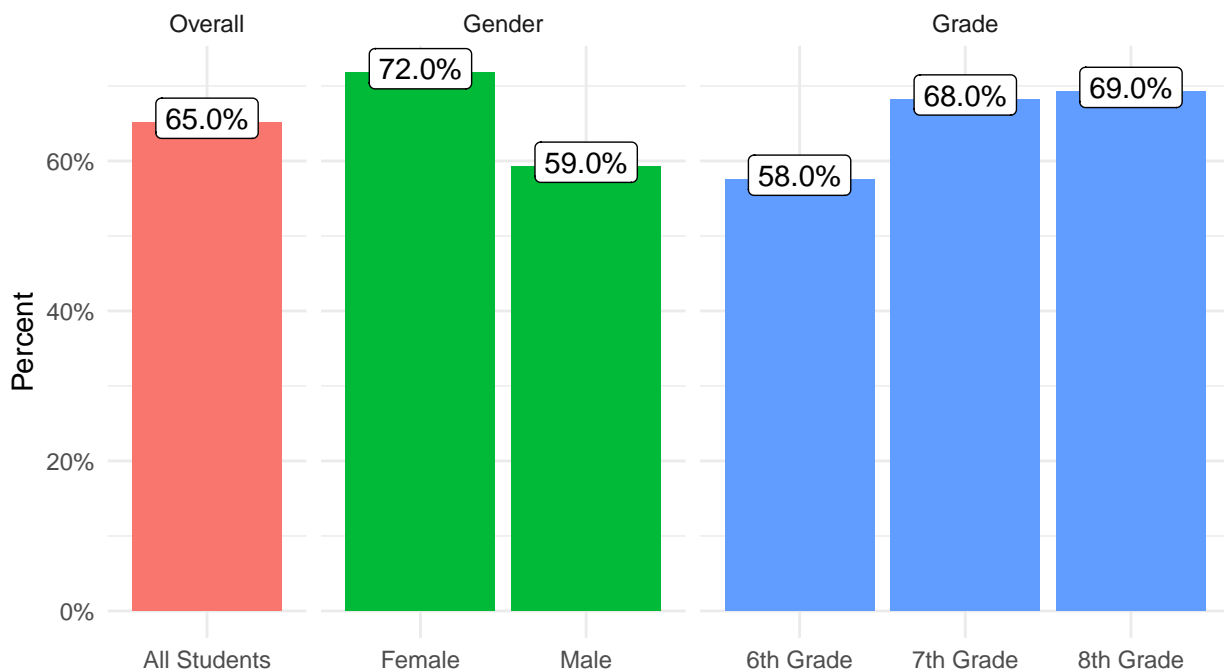
General Use Patterns

The middle school version of the 2021 YRBS included three questions related to students' recreational use of technology.

The chart below shows the percent of students who reported spending three or more hours per day engaged in video games, social media, texting, or other recreational activities using a computer, phone, gaming system or tablet.

Moderate to Heavy Screentime

Students who spent 3+ hours/day on phone, Xbox, or other device



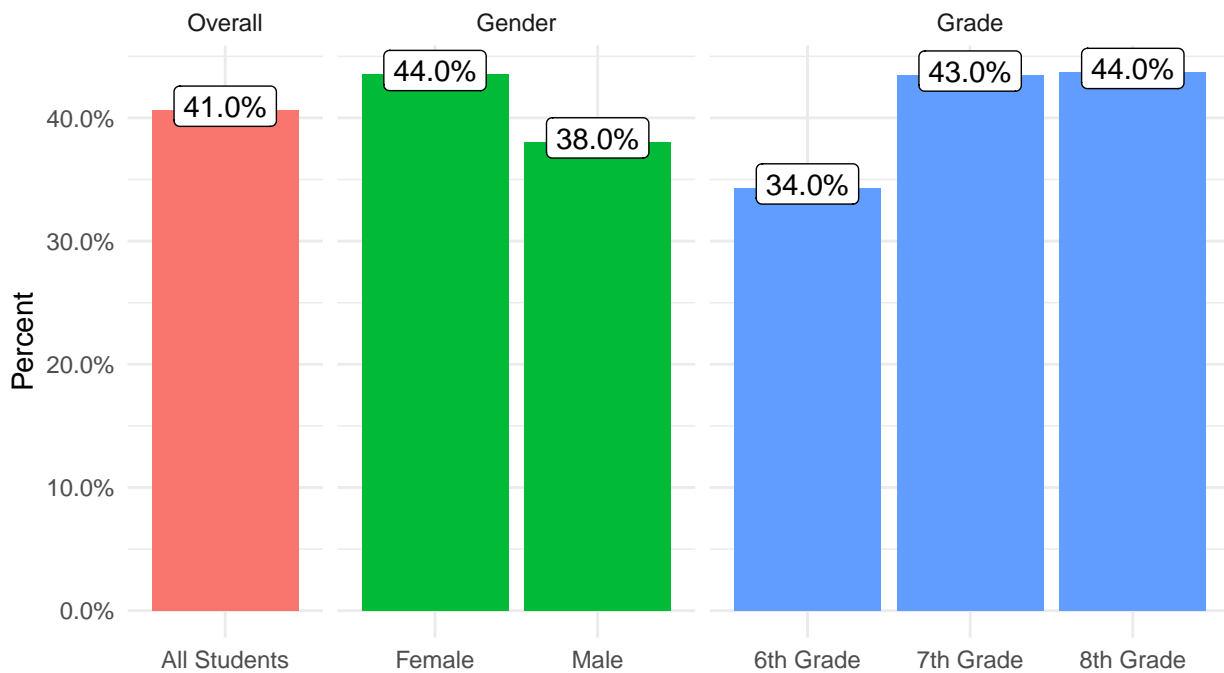
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Late Night Screen Use

Another online behavior that can affect both mental and physical health, as well as academic performance, is late-night screen use. When students stay up late, they miss out on sleep. Students were asked about the number of nights per week that they used technology between midnight and 5:00 am. The chart below shows responses for students who reported that they did so at least one school night per week.

Late Night Screen Use

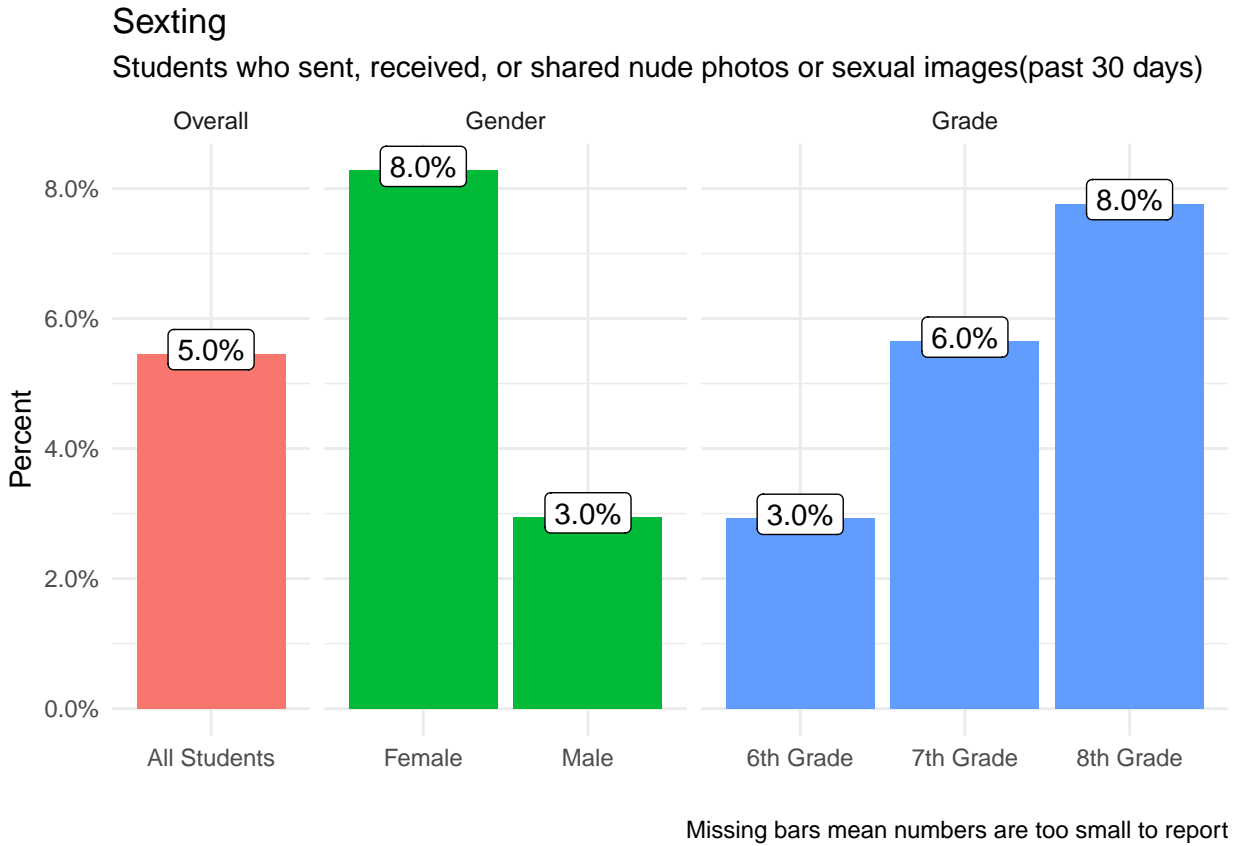
Students who use technology between midnight and 5:00 am on school nights



Missing bars mean numbers are too small to report

Sexting

A question on sexting was included for the first time in 2019 and was continued in 2021. The question specifically asked whether students had sent, received, or shared nude photos or other sexual images in the past 30 days.



Online bullying is covered in the “Bullying” section of this report.

PHYSICAL HEALTH AND NUTRITION

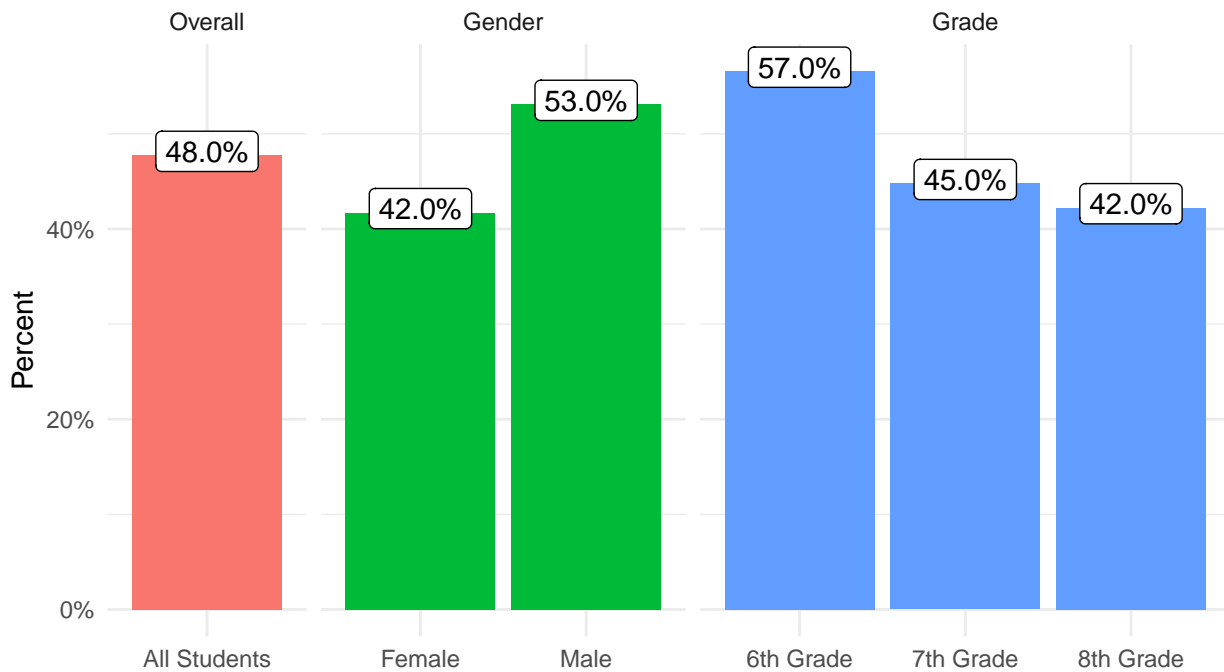
Sleep and Exercise

Sleep

Wisconsin’s 2017 and 2019 YRBS results showed a decrease in the amount of sleep students reported (statewide results from 2021 are not available at the time of this report). The charts below show results for students who reported greater and lesser amounts of sleep.

Sleep 8 or More Hours Per Night

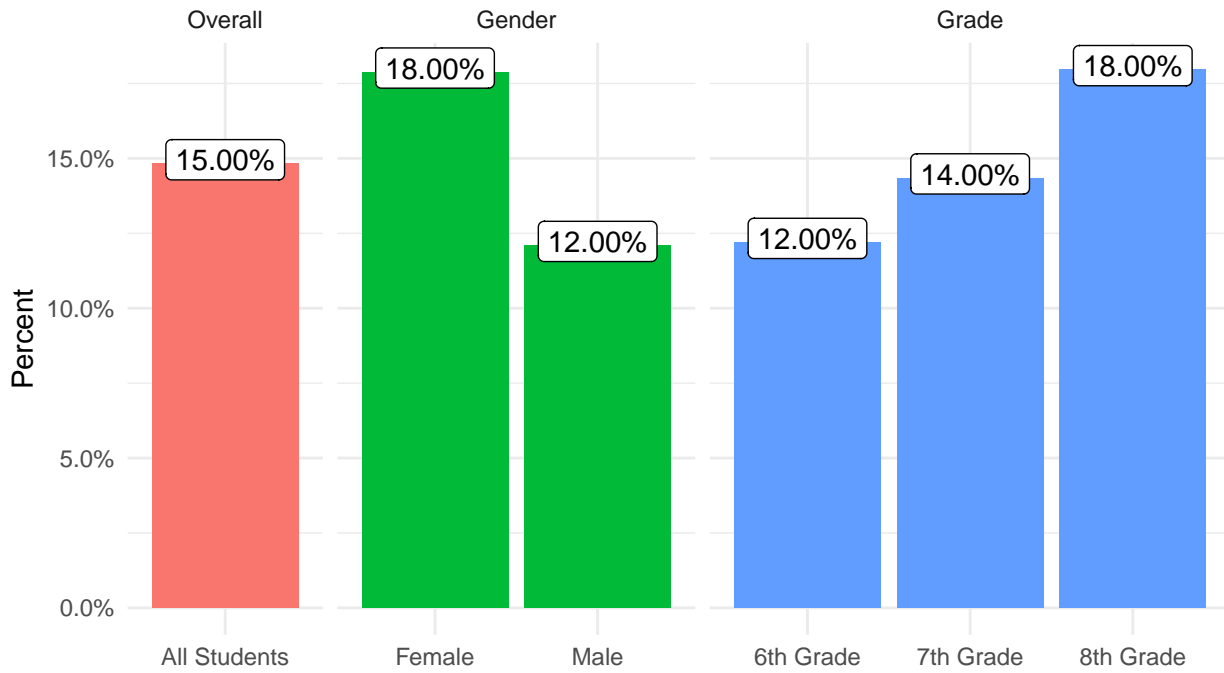
Students reporting 8+ hours of sleep per night



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Sleep 5 or Fewer Hours Per Night

Students reporting 5 or fewer hours of sleep per night



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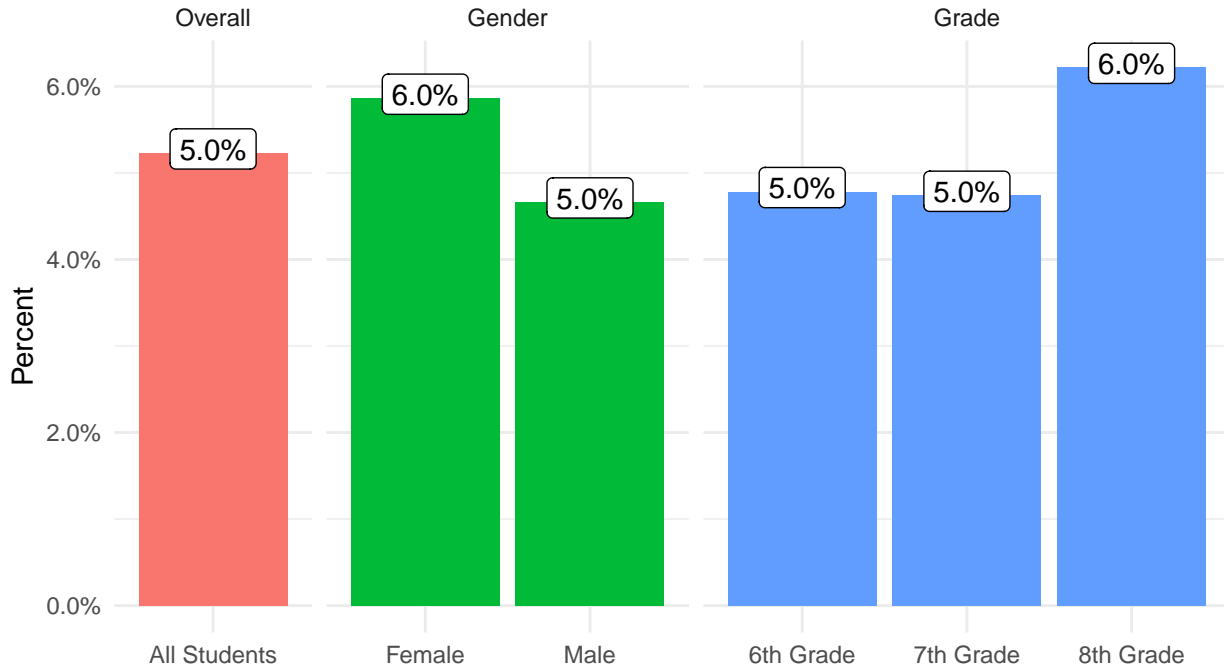
One factor that can interfere with sleep is nighttime screen use. See the section on Technology Use And Online Behavior for a breakdown of screen use at night.

Exercise

Students were asked how many days a week they participated in an hour or more of physical activity. The chart below shows students who did not report any exercise, followed by a chart showing students who did report engaging in an hour or more of physical activity for four or more days per week.

No Sustained Exercise

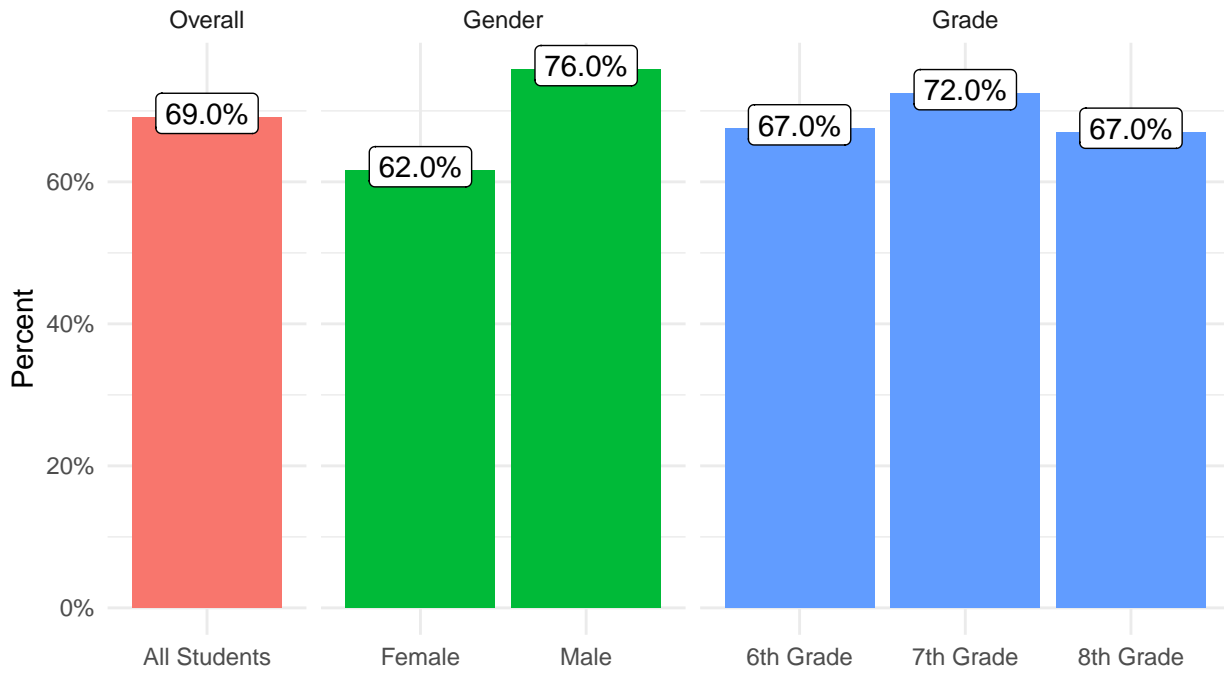
Students who exercised zero days in the past week



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Exercise on Most Days

Students who exercised 4–7 days in the past week



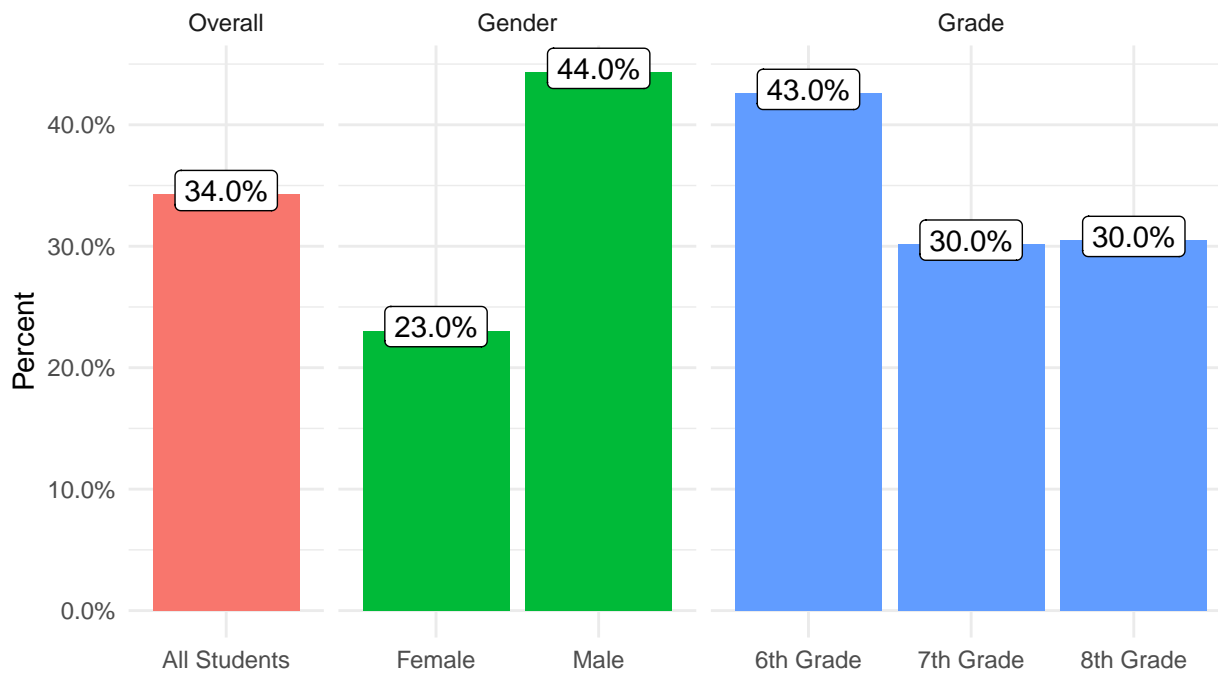
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Breakfast

Students were asked how often they eat breakfast.

Breakfast Daily

Students who ate breakfast every day (past 7 days)



Missing bars mean numbers are too small to report

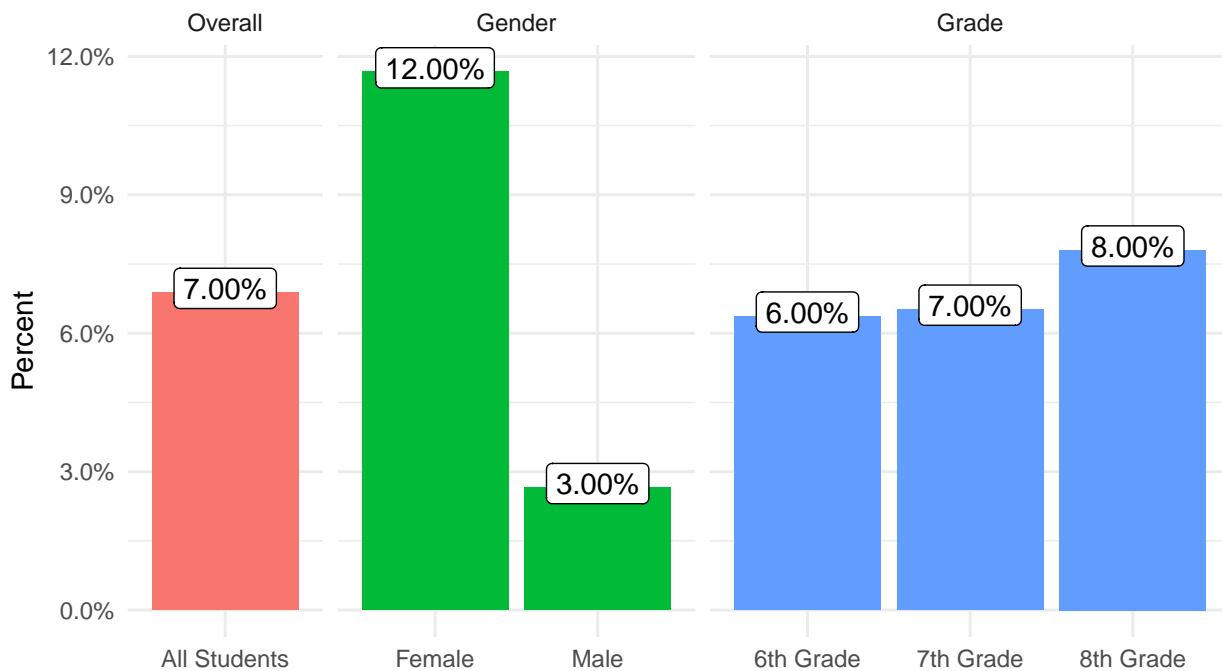
While the chart above shows the percentage of students who ate breakfast every day, **38% of students ate breakfast less than half the time (0-3 days in the past week)**. While missing breakfast may be a choice for some of these students, lack of food is likely an issue for at least some of these students. See the section on “Access to Food and Housing”.

TRAUMA AND ADVERSITY

Exposure to Violence

Experiences of violence and other forms of trauma can affect all aspects of a student’s life, including their health, their behavior, and their ability to engage meaningfully in their education. The middle school version of the 2021 YRBS included one question asking students whether “anyone ever forced you to do sexual things when you did not want to”. **Note that this is not a screener and cannot be used to identify individual students.** The question instead provides a general sense of how prevalent unwanted sexual contact is for this group of students. Student Services staff are trained to help identify students who may have suffered trauma and to address such situations appropriately.

Experienced Unwanted Sexual Contact
Students who were ever forced to do sexual things

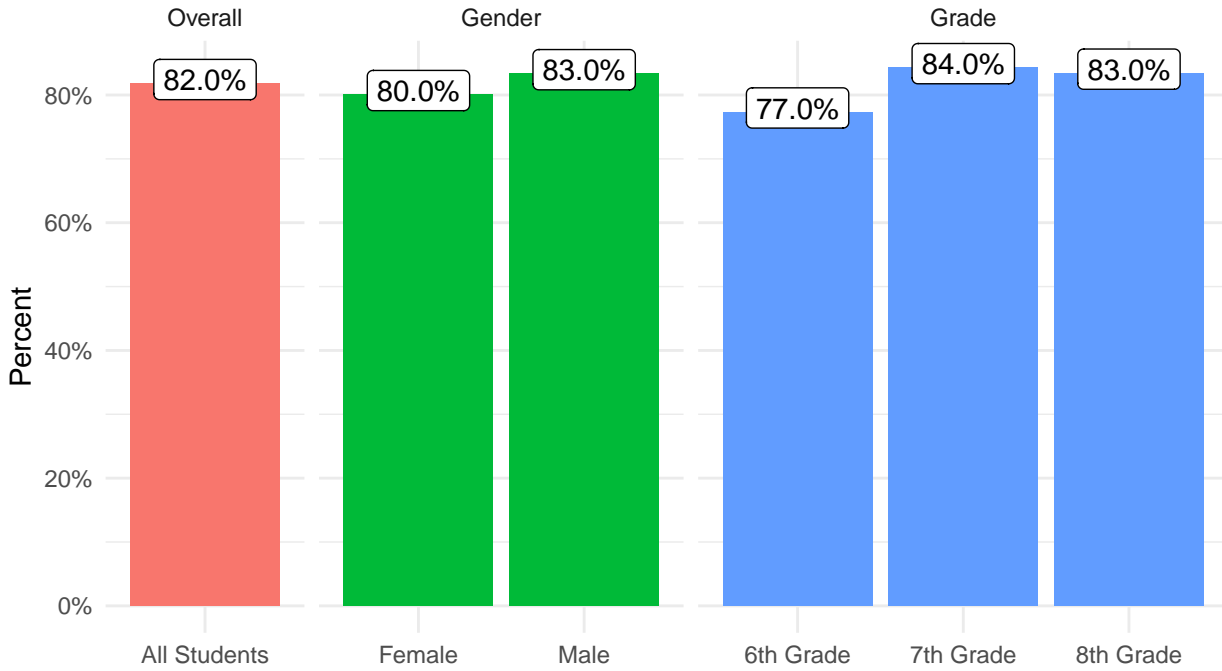


Missing bars mean numbers are too small to report

The survey includes a question on perceptions of safety within the student’s neighborhood.

Safe Neighborhood

Students who most of the time or always feel safe in their neighborhood



Missing bars mean numbers are too small to report

In contrast to the chart above, **9%** of students rarely or never feel safe in their neighborhood.

As described in the section on School Safety, **12%** of students missed school once or more within the past 30 days due to feeling unsafe at school or on their way to or from school.

Schools are tasked with enforcing attendance, yet it is also important to note that students might miss school because they feel unsafe at school or at home. DPI provides schools with resources and guidance on how to promote attendance as well as how to engage in trauma-sensitive disciplinary practices. See e.g. <https://dpi.wi.gov/sspw/safe-schools/school-attendance#Compulsory%20School%20Attendance%20and%20Truancy> as well as the sections on discipline and trauma-sensitive schools at <https://dpi.wi.gov/sspw>.

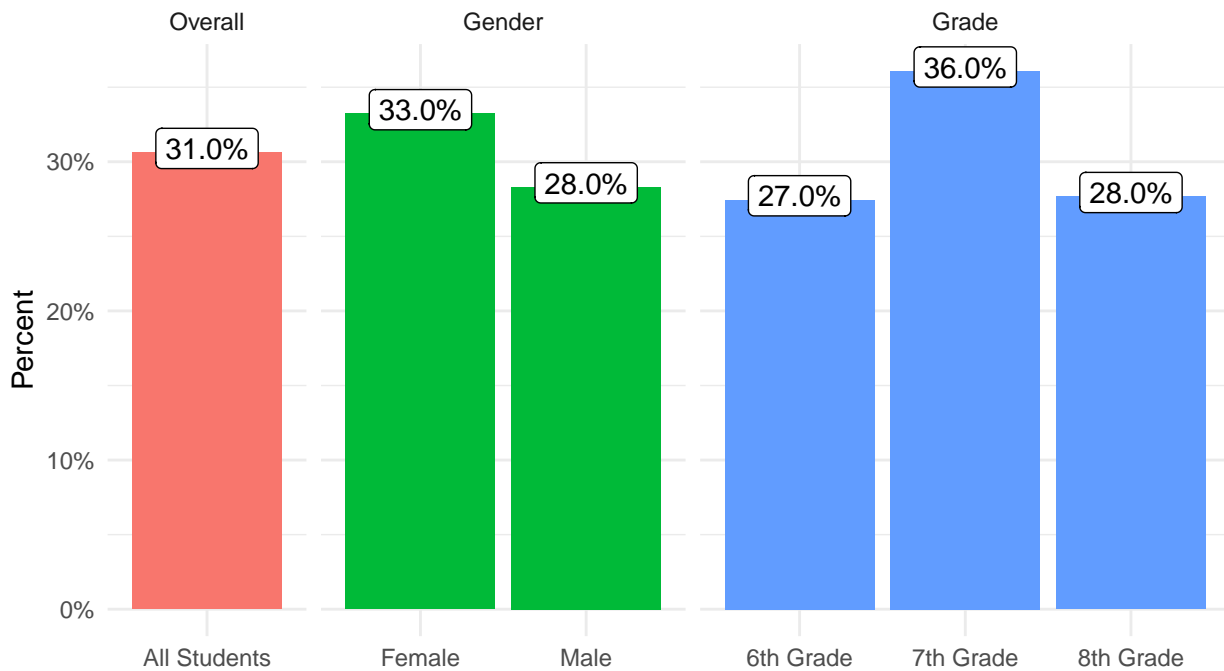
For information on prevention of sexual violence at school, see <https://dpi.wi.gov/sspw/safe-schools/resources-reduce-and-respond-sexual-violence-schools>

Access to Food and Housing

Access to stable housing can have a tremendous impact on students’ health and academic success. A move or other change of housing is a significant transition, even if the move is voluntary and the student is well supported. Students who are forced to move often—due to eviction, abuse, or other situations—obviously face significant risks. The middle school version of the 2021 YRBS asked students to report on the total number of residences they have had in their lifetime. The chart below shows the percent of students indicating four or more residences.

Moved Many Times

Students who have lived in four or more residences



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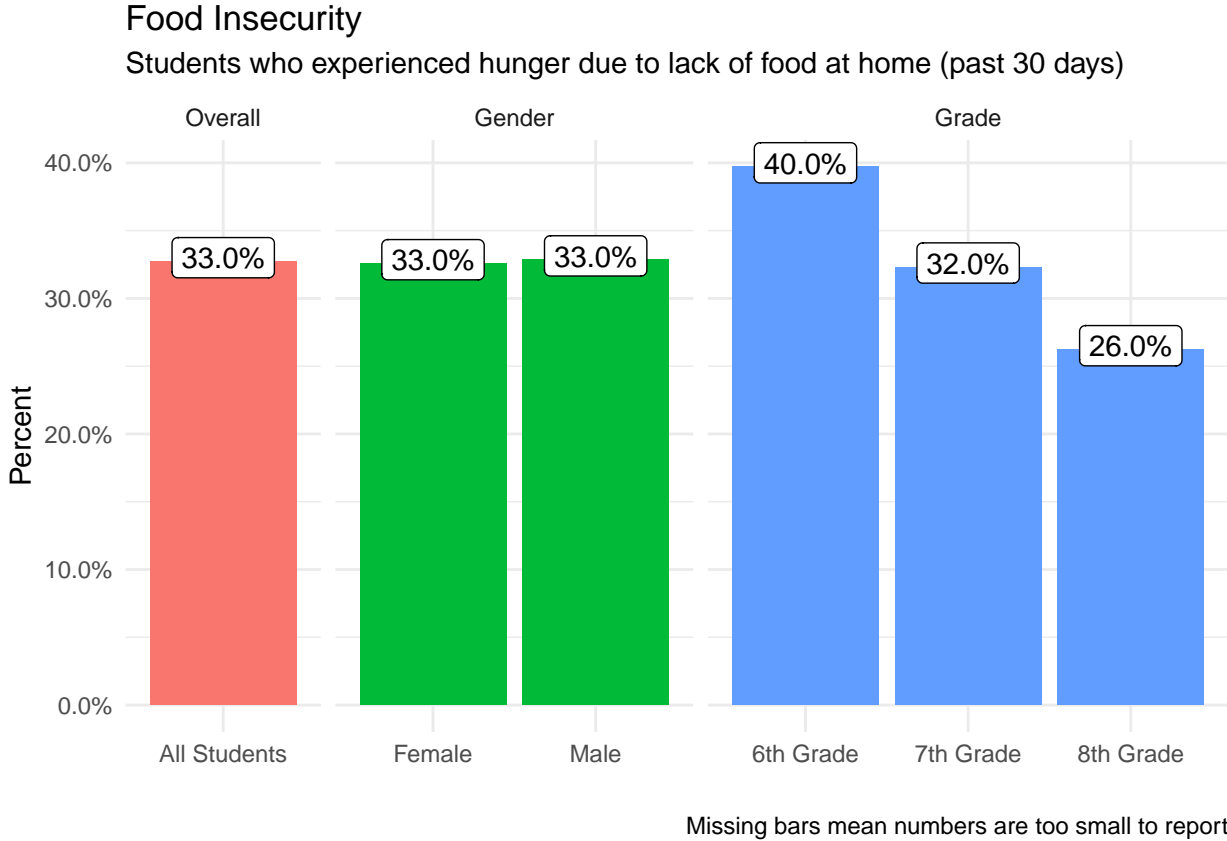
Have lived in 1 place: **26%**

Have lived in 2-3 places: **43%**

Have lived in 4 or more places: **31%**

Food Insecurity

The YRBS asked students how often they went hungry in the past month due to a lack of food in the home. Students who indicated that they had any such experiences in the past month are reported in the chart below.



The chart above includes students who answered that they went hungry rarely, sometimes, most of the time, or always; it excludes students who answered “never”. In terms of students who regularly experience hunger at home, **3%** of students said that they went hungry “most of the time” or “always”.

PROTECTIVE FACTORS AT A GLANCE

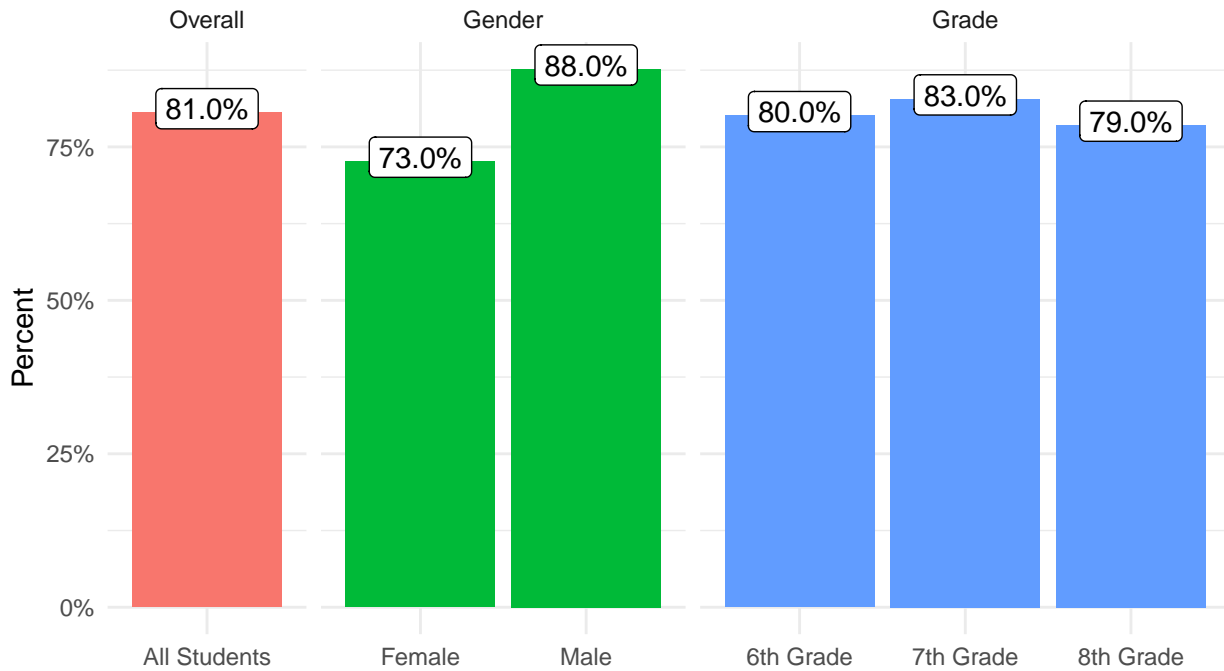
Along with risk behaviors and risk factors, the YRBS includes a few questions that address protective factors. Many of the questions covered in other sections of this report can be seen as protective factors to the extent that students’ responses indicate that they are safe, connected, and supported at home and school. This section covers one additional question on family support and then provides a closer look at school belonging and adult support beyond the family. Taken together, these factors are extremely powerful. A 2019 article in the Journal Pediatrics showed that “school connectedness may have long-lasting protective effects across multiple health outcomes related to mental health, violence, sexual behavior, and substance use. Increasing both family and school connectedness during adolescence has the potential to promote overall health in adulthood” (Steiner et al 2019).

Family Support

The middle school version of the YRBS asked students about their level of family support.

Family Support

Agree or strongly agree that family provides help and support



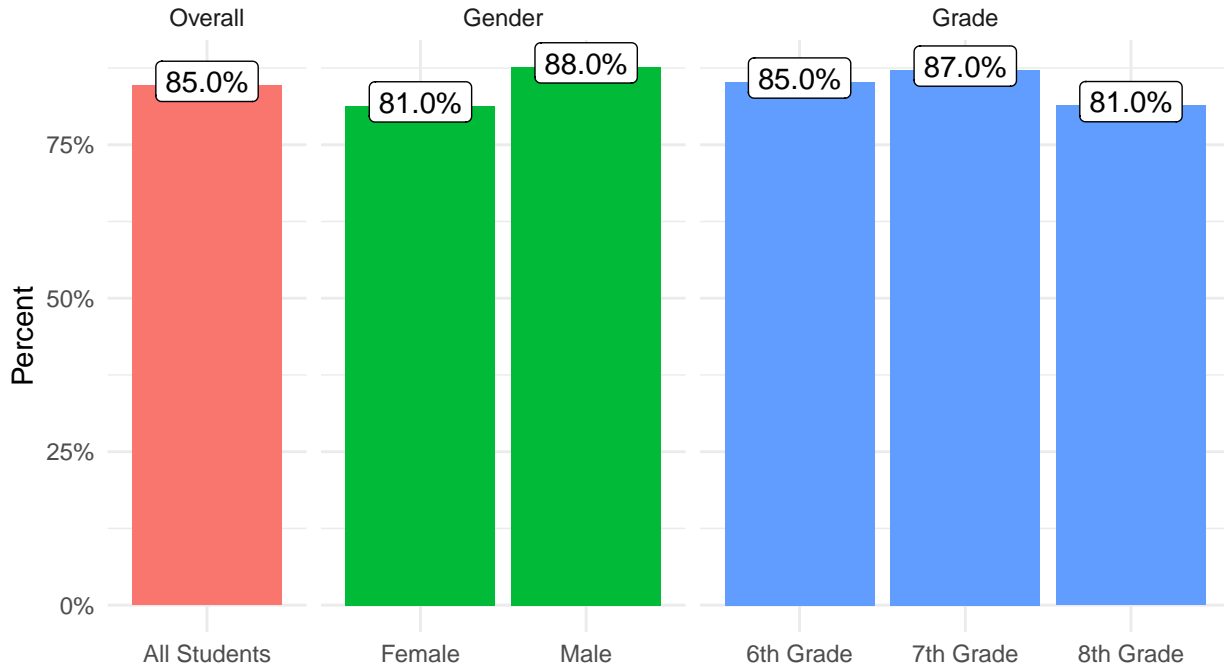
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Number of Supportive Adults

This section dives into the number of adults besides parents that students said they could talk to about an important issue affecting their lives.

Other Supportive Adults

Have at least one supportive adult besides parent(s)



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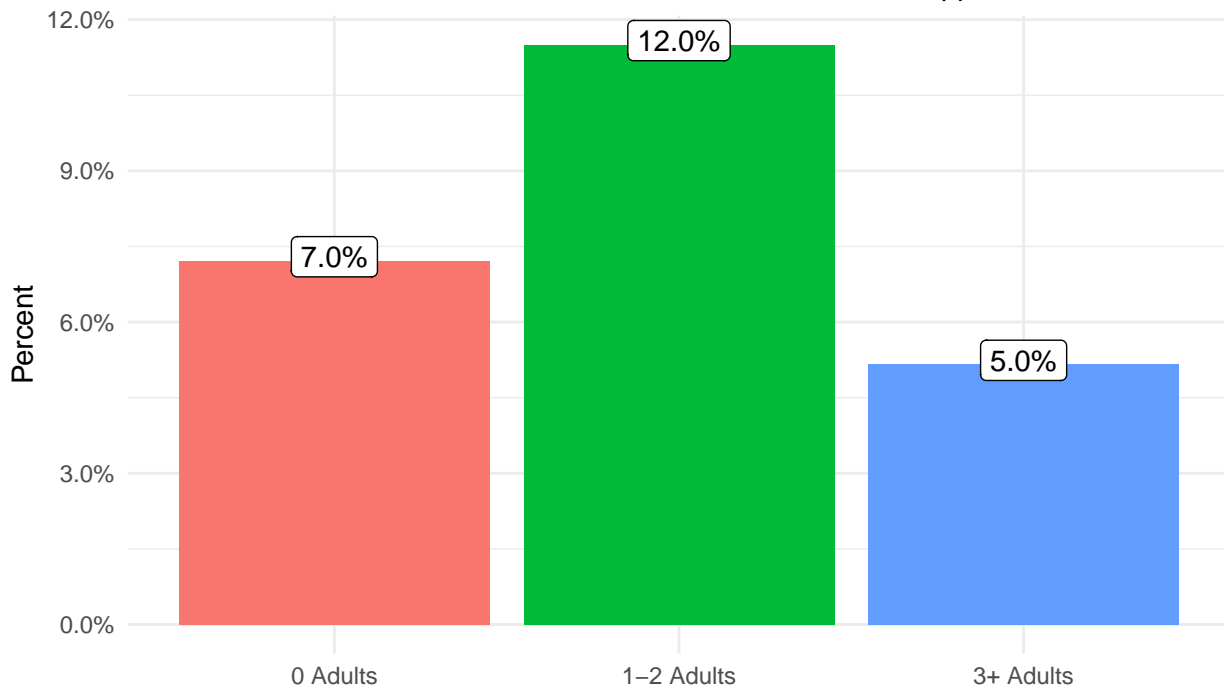
15% of students responded that they had **no** such supportive adults besides their parents.

In the next few charts, responses are grouped by students reporting zero adults, one to two adults, and three or more adults. Having supportive adults at school, home, and elsewhere can reduce the likelihood that young people get bullied or engage in risk behaviors. When young people do find themselves in difficult situations, the presence of supportive adults can also help them to problem-solve and access needed resources or interventions.

This section highlights three different types of behaviors or experiences by students' reported levels of adult support: current alcohol use, being bullied, and sexting.

Current Alcohol Use

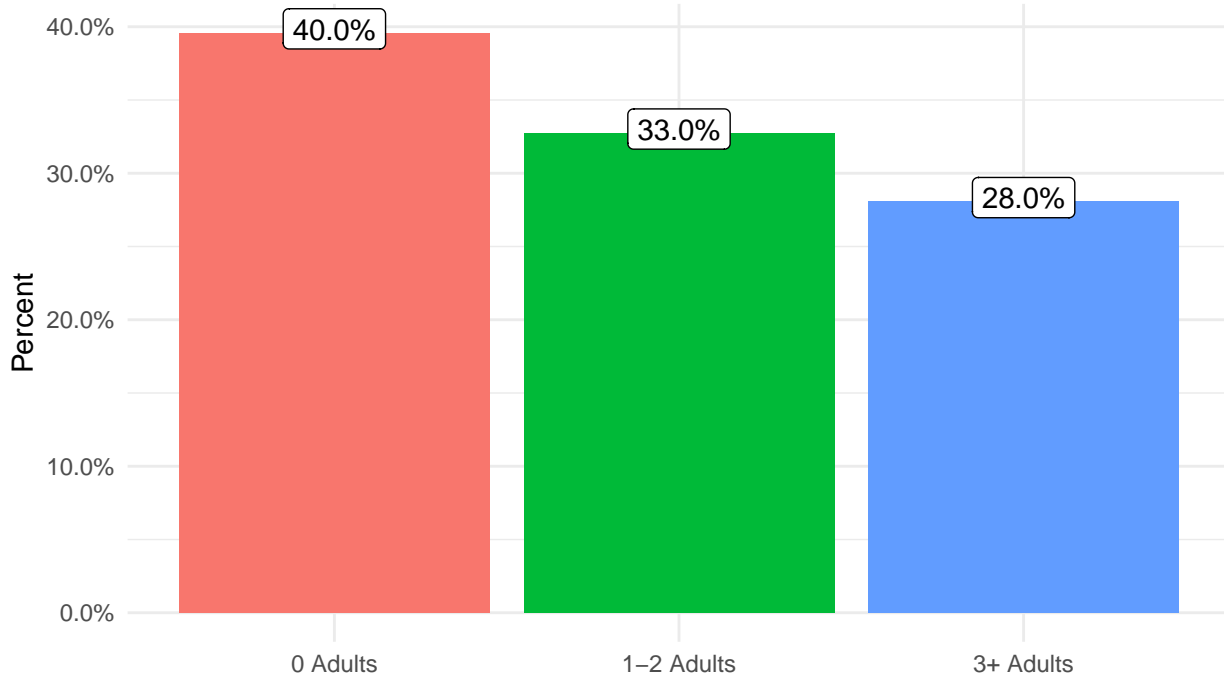
Current alcohol use for students with different levels of adult support



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Bullied At School and/or Online

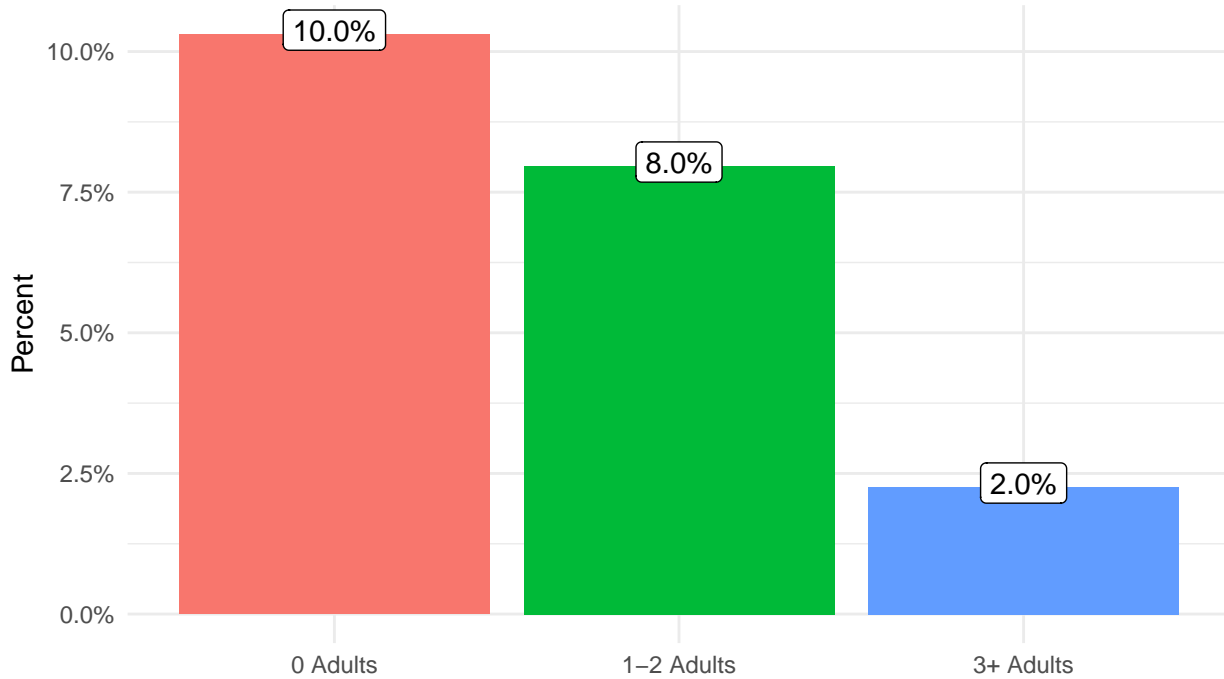
Experiences being bullied for students with different levels of adult support



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Sexting

Sending/receiving/sharing sexts for students with different levels of adult support



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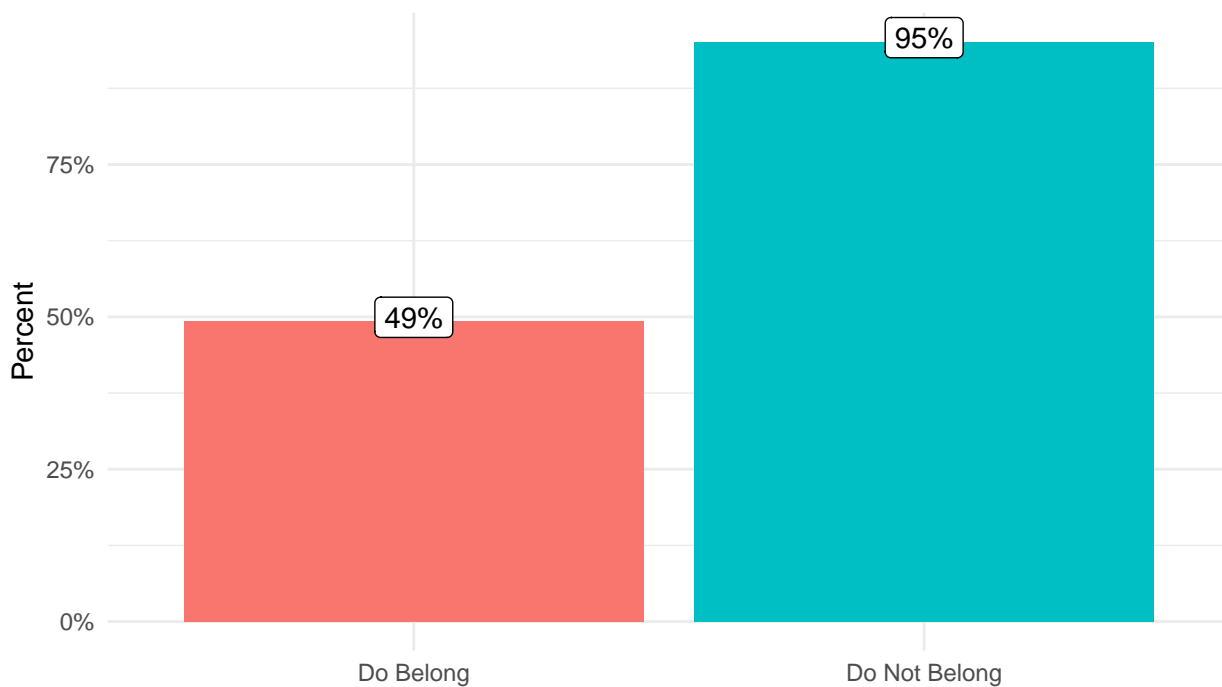
Sense of Belonging

Basic rates of school belonging are covered in the section on “School Climate” under “School Connectedness”. In this section, responses to that question are cross-tabulated with a few risk factors to highlight the likely differences between students with and without this protective factor.

Students who agreed or strongly agreed that they belonged at their school are in the “Do Belong” category, while students who disagreed or strongly disagreed are in the “Do Not Belong” category. Sense of belonging is cross-tabulated with mental health concerns, suicidality, perceived school safety, and vaping.

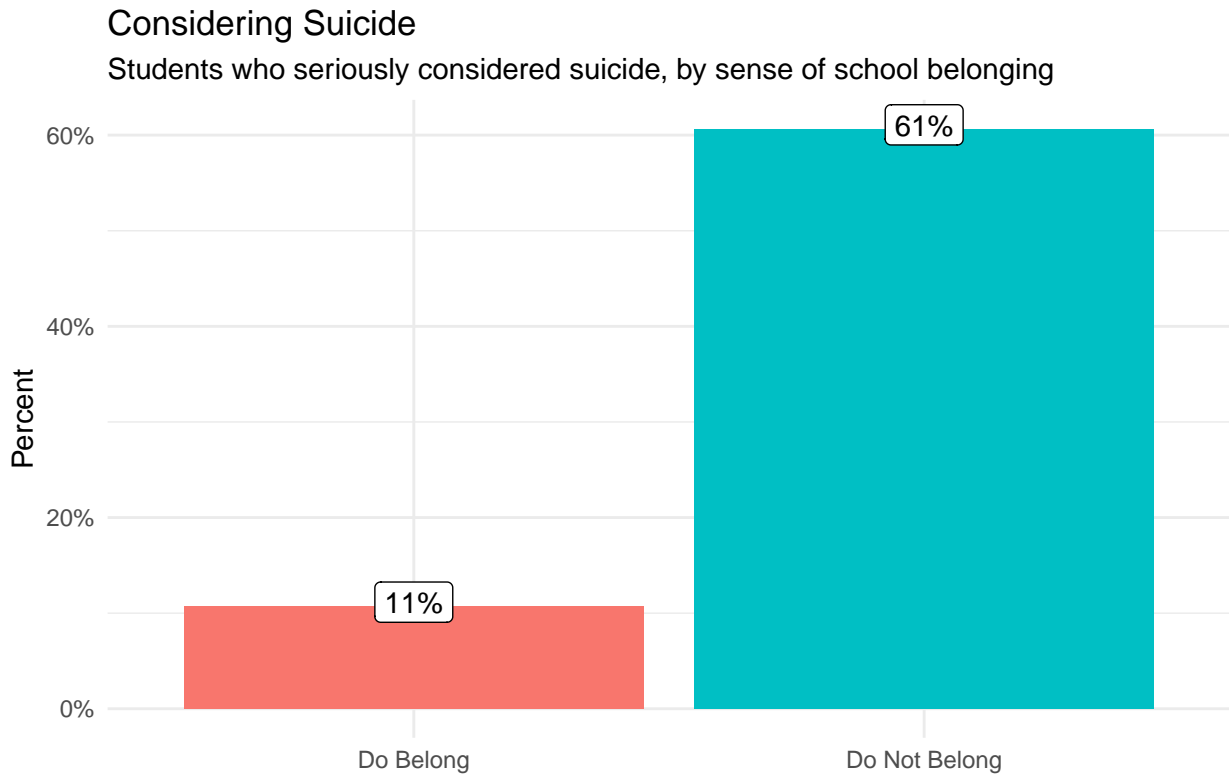
Mental Health Concerns

Students who reported any mental health concerns, by sense of school belonging



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The chart above shows the reported rates of mental health concerns for students who do not feel a sense of belonging vs. students who do feel a sense of belonging. “Mental health concerns” combines the YRBS questions on anxiety, depression, self-harm, and suicidality. The bar on the left shows the prevalence of such mental health concerns among students who feel like they belong, while the bar on the right shows the prevalence of such mental health concerns among students who don’t feel like they belong at school.

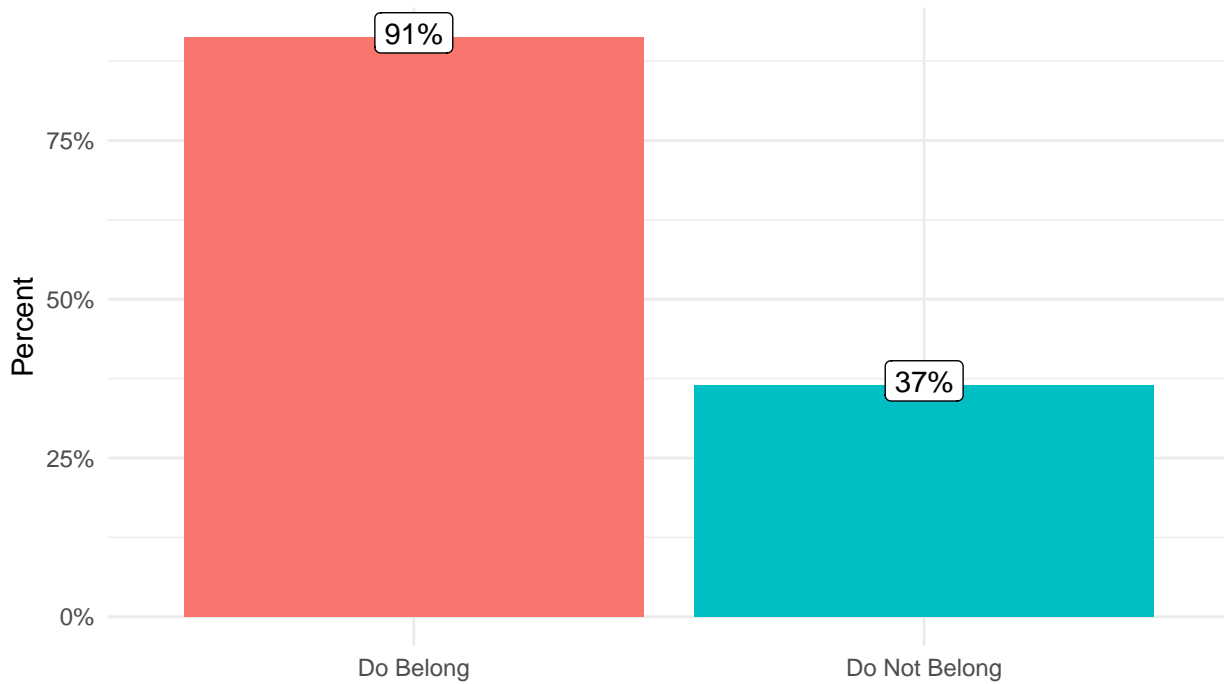


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The chart above limits the relationship between mental health and school belonging to focus on just students who say that they have seriously considered suicide in the past 12 months. Students who do not feel that they belong at school (bar on left) are generally more likely to have considered suicide than students who do feel that they belong at school (bar on right). This does not necessarily mean that school rejection causes suicidality in any way. The relationship could be reversed (students who feel suicidal self-isolate and therefore feel a low sense of belonging) or only loosely related. However, school outreach strategies that promote school belonging are best practices that can be considered as a tier 1 or universal strategy for suicide prevention.

Feelings of School Safety

Students who feel safe at school, by sense of school belonging

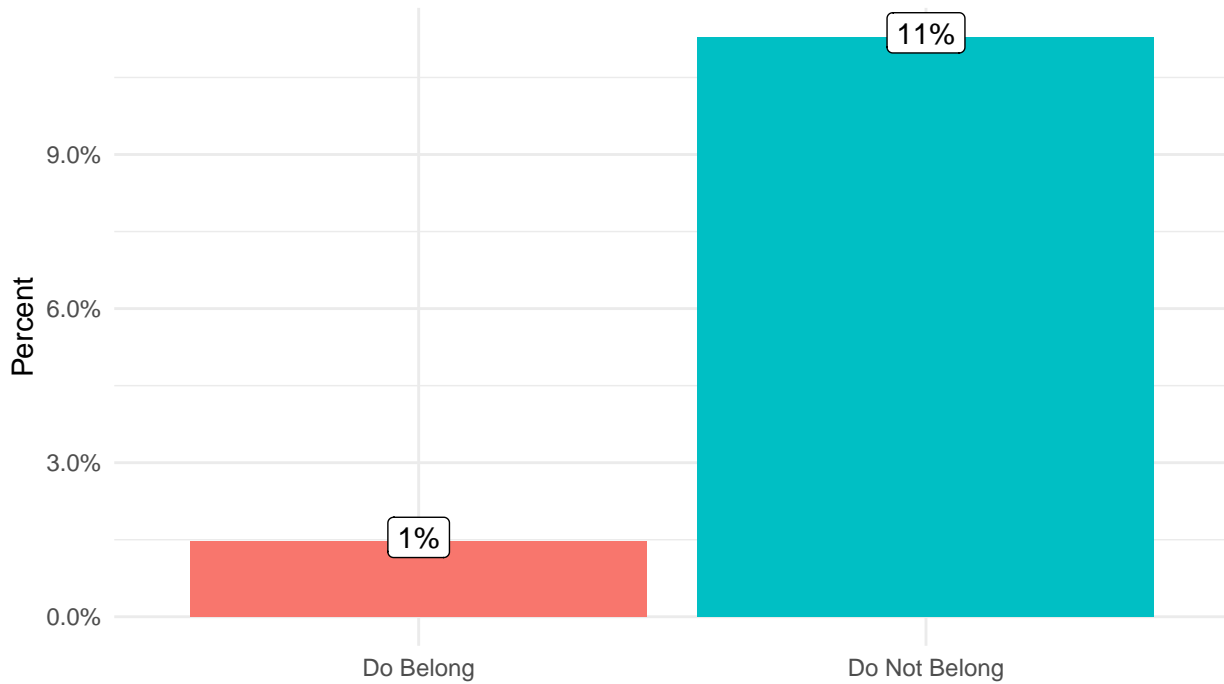


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The chart above shows the percentage of students who feel safe at school “most of the time” or “always”. The bar on the left shows feelings of school safety among students who feel like they belong at school, whereas the bar on the right shows feelings of school safety among students who don’t feel like they belong at school. Note that these two feelings—safety and belonging—can influence one another. A student who feels marginalized within the school might also feel more vulnerable to bullying or school violence. Conversely, it’s hard to develop a sense of belonging in a school that you view as unsafe.

Currently Vape

Students who have vaped in past 30 days, by sense of school belonging



Missing bars mean numbers are too small to report

Students who do not feel that they belong at school (bar on right) generally are more likely to also use tobacco products or other substances than students who do feel that they belong at school (bar on left). The chart above shows how this breaks down among students using e-cigarettes. For more information on how to improve school belonging, see <https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf> or visit https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm

NEWLY ADDED QUESTIONS IN 2021

COVID-19

In light of the unique situation posed by the COVID-19 Pandemic, the 2021 YRBS asked two questions related to this topic. The first question asked students whether a parent or other adult in their home lost their job during the COVID-19 pandemic, even for a short amount of time. The second question asked students to report the number of people who they know that died or got very sick from COVID-19. (“Very sick” was defined as “having to spend one or more nights at the hospital”).

The COVID-19 Pandemic placed incredibly challenges on students who had to transition to remote learning. Having to cope with a parent losing a job or knowing family and friends who suffered medical complications or even death from COVID-19 can significantly affect a student’s ability to learn in an adverse manner. It is possible that students who report these COVID-19-related challenges also report other adverse risk behaviors.

Overall, **23%** of students reported that a family member lost their job during the COVID-19 pandemic.

The following percentages of students had a family member or friend who became very sick or died due to COVID-19:

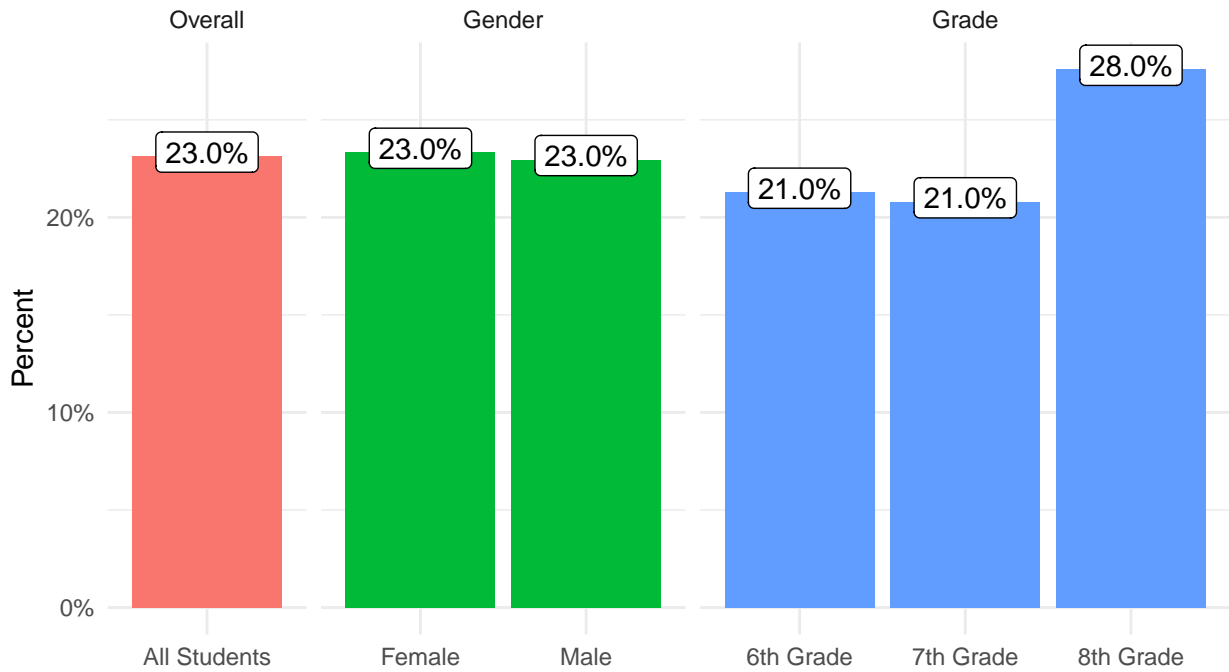
- Students who knew anyone who got sick or died from COVID-19: **49%**
- Students who knew 1 to 4 people who got sick or died from COVID-19: **44%**
- Students who knew 5 or more people who got sick or died from COVID-19: **5%**

The information from above is displayed in greater detail on the following charts.

Caregiver lost their job during COVID-19 Pandemic

Parent or Other Adult Lost Job

Students reporting that a caregiver lost their job during the COVID-19 pandemic

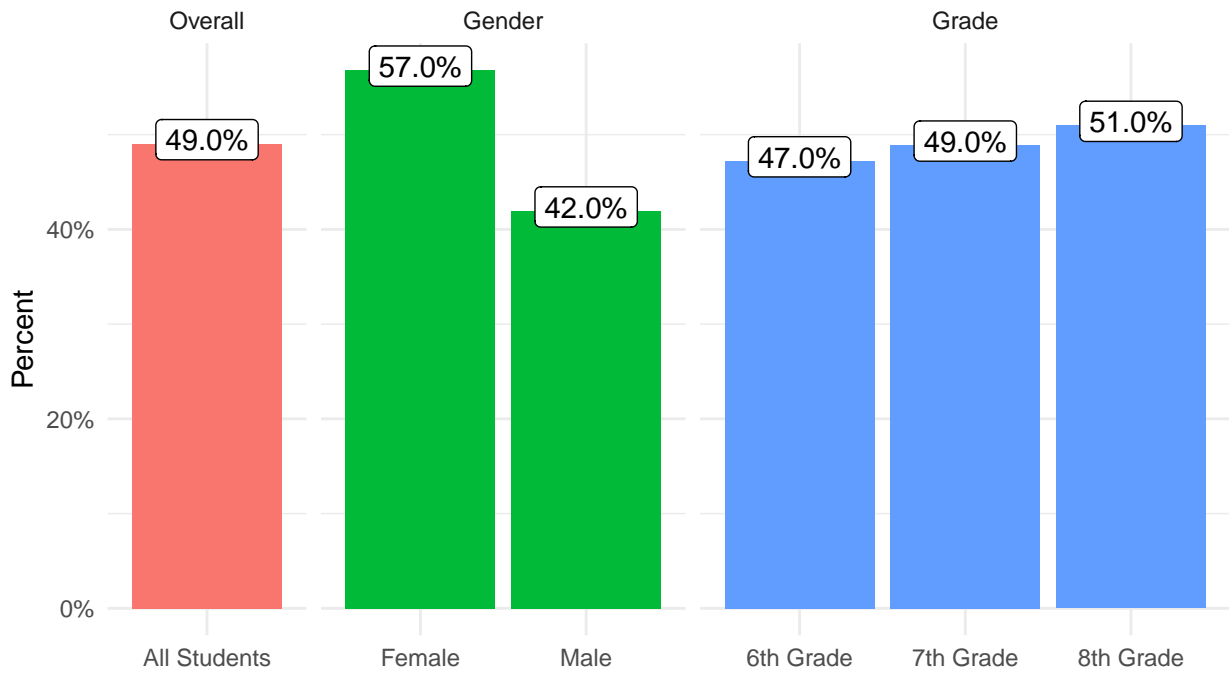


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COVID-19 Sickness and Death

COVID-19 Sickness and Death

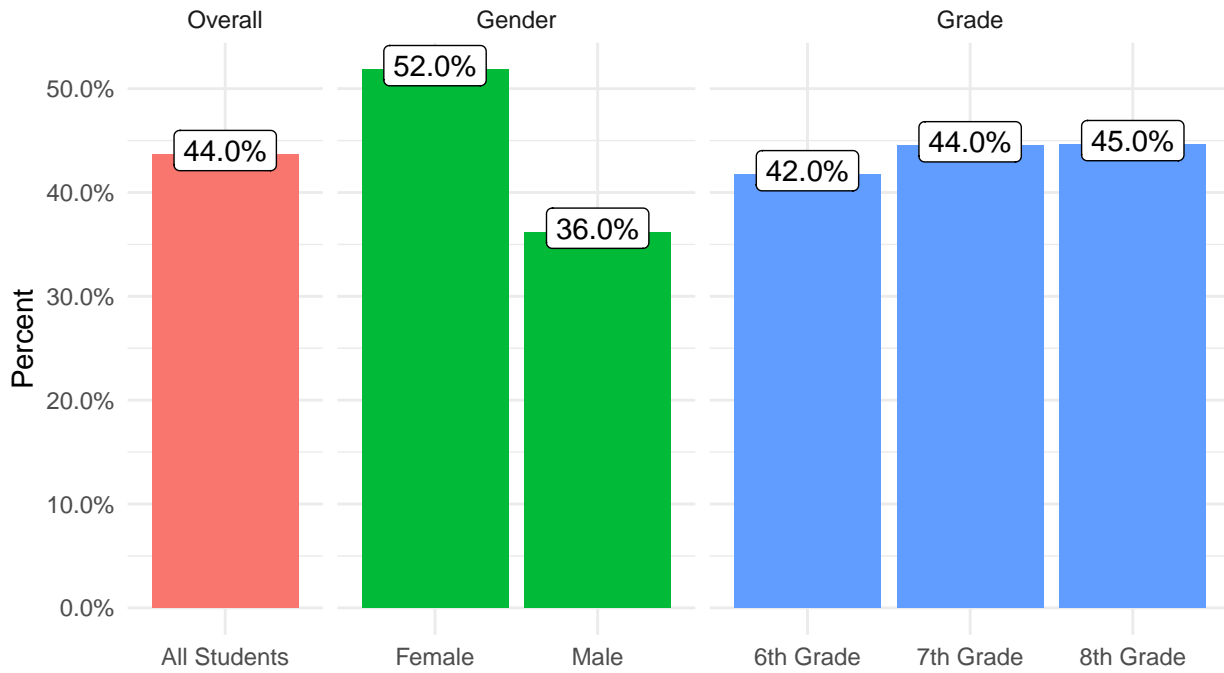
Students who knew at least one person who got very sick or died from COVID-19



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COVID-19 Sickness and Death

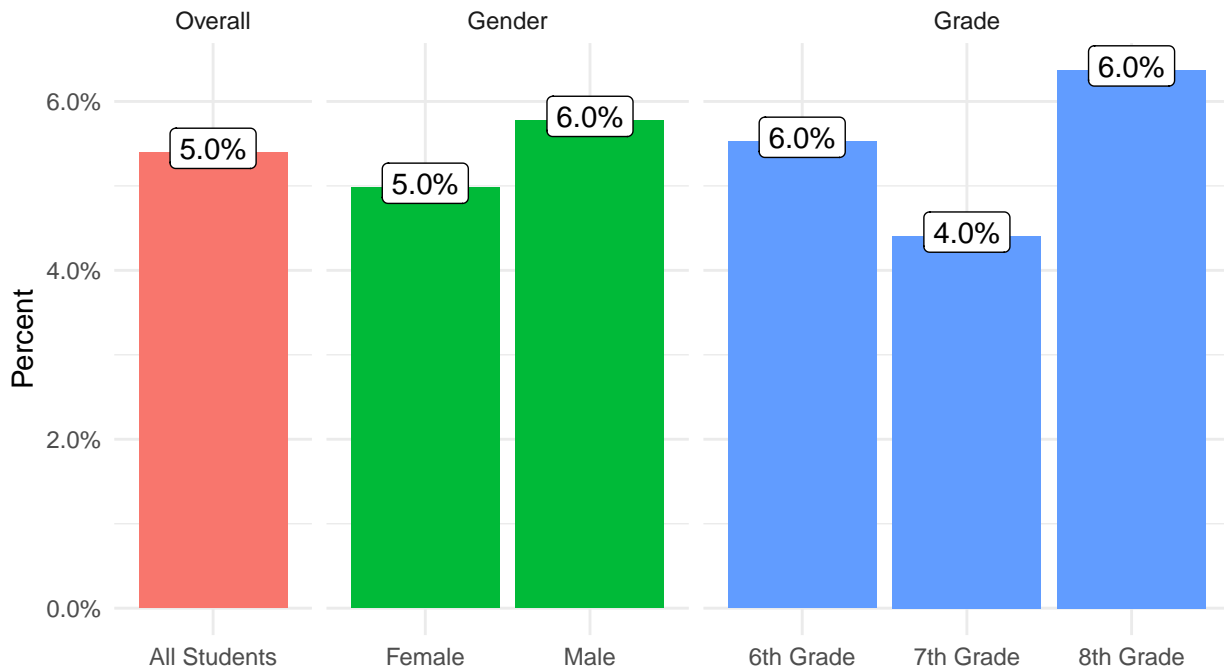
Students who knew between 1 and 4 people who got very sick or died from COVID-19



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COVID-19 Sickness and Death

Students who knew 5 or more people who got very sick or died from COVID-19



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HIGHER RISK POPULATIONS AT A GLANCE

This section highlights several different subgroups of students whose results tend to indicate that they are more vulnerable than their peers. Disparities in risk or vulnerability are not set in stone; young people in these groups, like their peers, are responsive to welcoming environments and supportive adults. Schools and communities can therefore make efforts to improve outcomes and reduce current disparities.

The high school YRBS contains questions for all of the populations in this section. At the middle school level, only the first three populations (food insecure, race/ethnicity and low grades) are included in the standard middle school survey. Middle schools that registered for the “high risk groups optional module” will have data on the other three groups (LGBT, students with physical disabilities, and students with special education services). Those questions are not included by default in the standard middle school survey.

This section is intended to provide a snapshot of some of the elevated risk areas faced by marginalized or vulnerable students, with an emphasis on areas that might be of particular interest to educators and school administrators. The same four questions are displayed for each subgroup here:

- Their sense of school belonging
- Whether they have experienced bullying in the past year (either in person or online)
- Whether they have a teacher to talk to
- Whether they indicated any mental health concerns

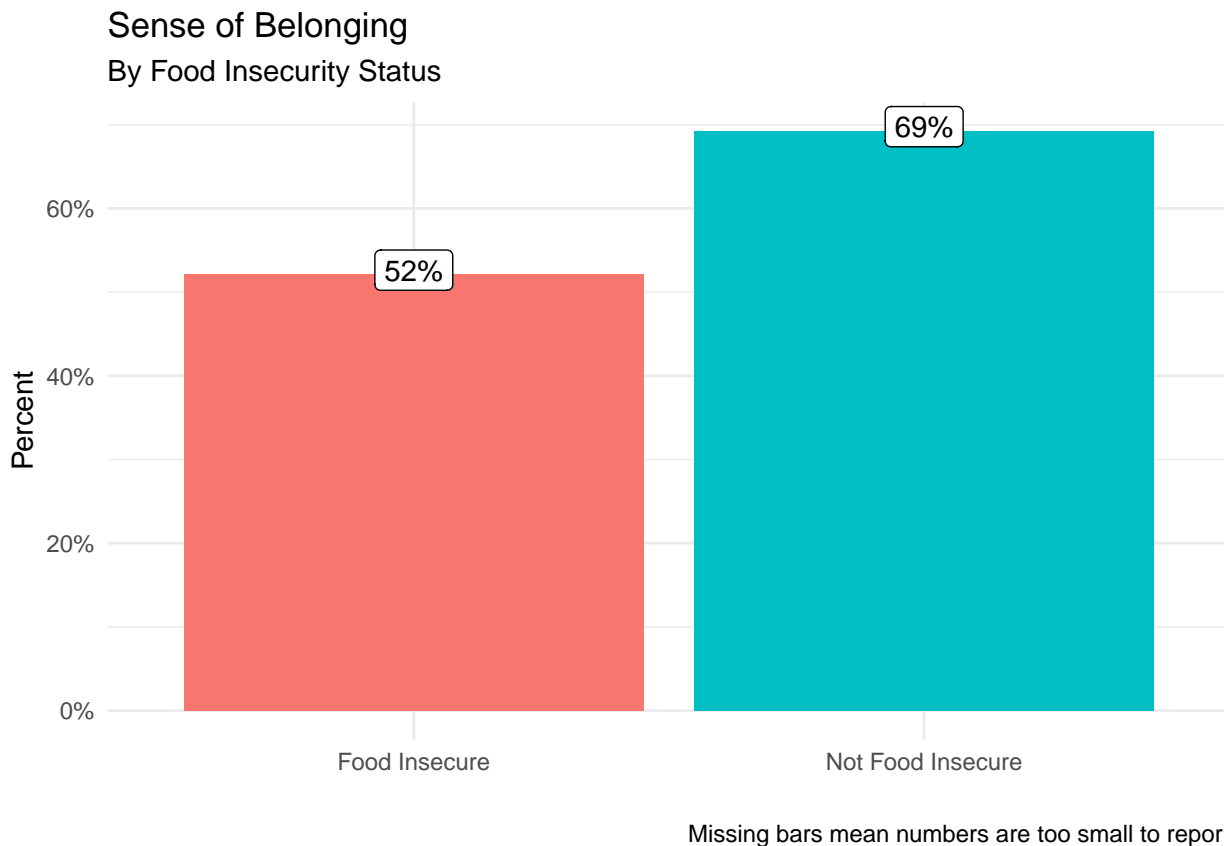
Mental health concerns include students who answered affirmatively to one or more of the questions about anxiety, depression, non-suicidal self-harm, and suicidal thoughts and behavior.

Note that the same data suppression rules governing the rest of this report, help to ensure the privacy of students from these higher risk populations. If your school had few responses from students identifying in any of these categories, you may not have data for this section.

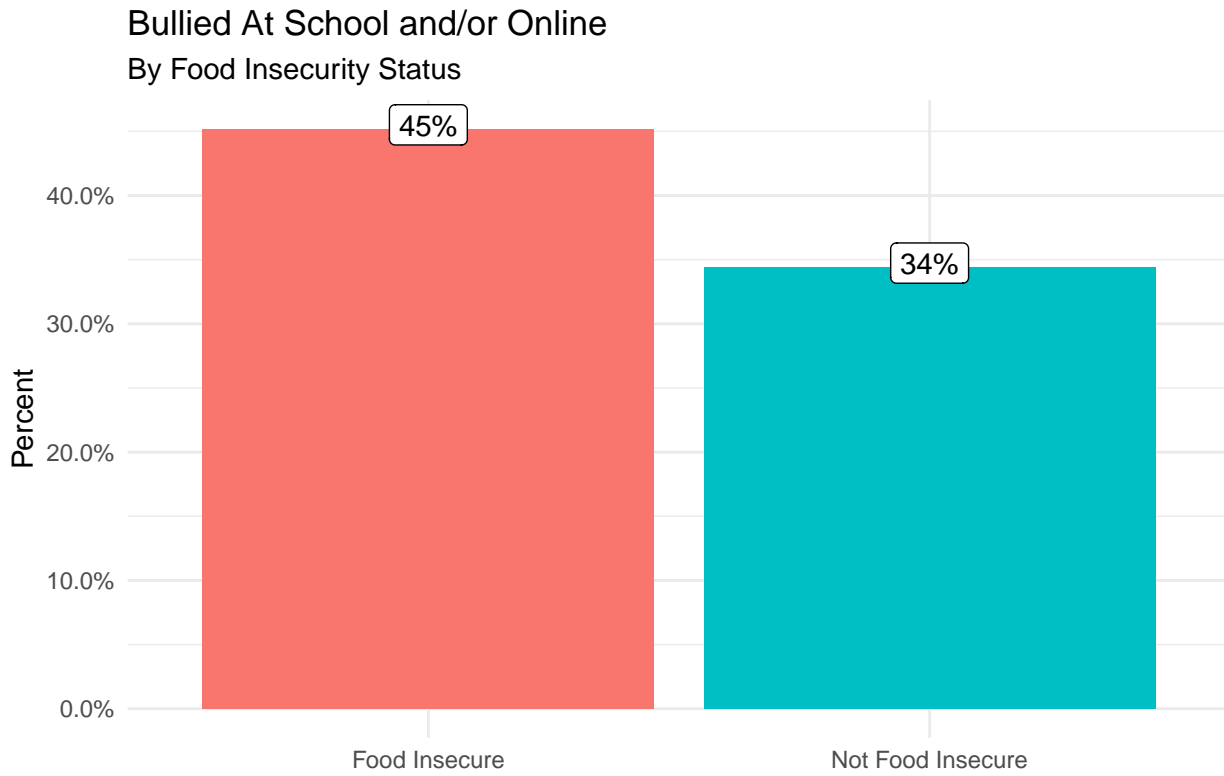
For more information on the responses of the subpopulations covered here, see the question-by-question tables at the end of this report.

Food-Insecure Students At A Glance

Students living in poverty or with very limited means face increased stresses and risks, compared to their peers. The closest YRBS proxy measure for such students is whether or not they experienced hunger in the past month because there was not enough food at home. Students who indicated that they had experienced such hunger are included in the “Food Insecure” category. Students who had not experienced such hunger are included in the “Not Food Insecure” category.



Living with poverty and scarcity can easily make young people feel like outsiders. This can be particularly pronounced during adolescence, when young people are trying to fit in. The chart above shows the sense of belonging among students who went hungry due to lack of food in the home in the past month (the “Food Insecure” bar on the left) versus the sense of belonging among students who did not face such food insecurity.

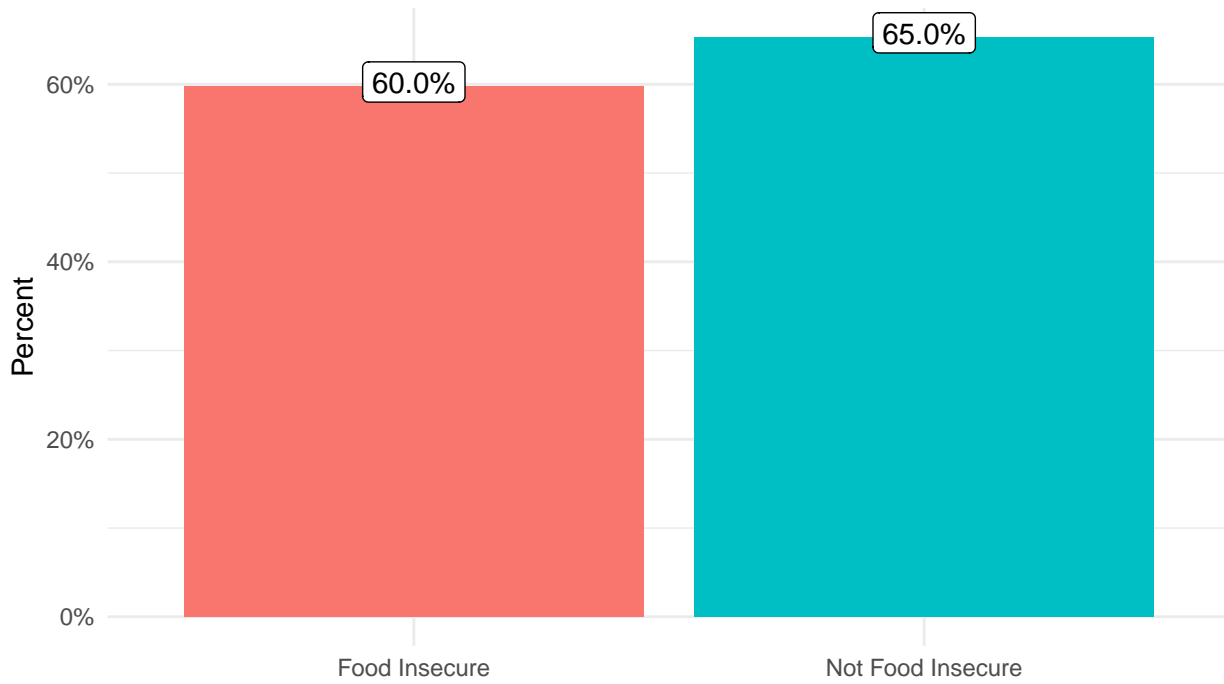


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Class differences provide clear status markers that can become the target of bullying. Students who are hungry and highly stressed by the ongoing insecurity of poverty might also have fewer mental and emotional resources to deflect or withstand taunts, which can increase their likelihood of being bullied.

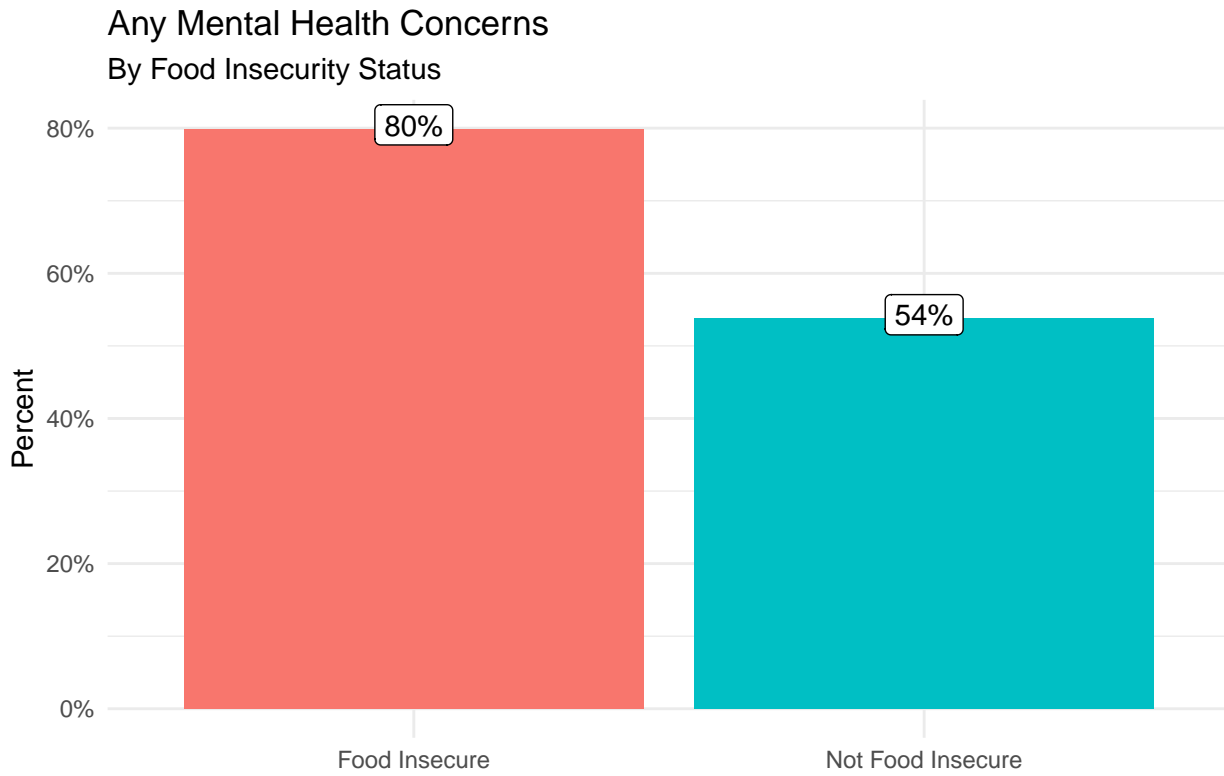
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Food Insecurity Status



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Students who lack enough to eat at home are facing a level of stress and strain not faced by most adults. These students therefore have a high need for supportive teachers, school counselors, school administrators, and other adults. However, these students tend to be less likely than their peers to say that they have a teacher or other adult at school in whom they could confide.



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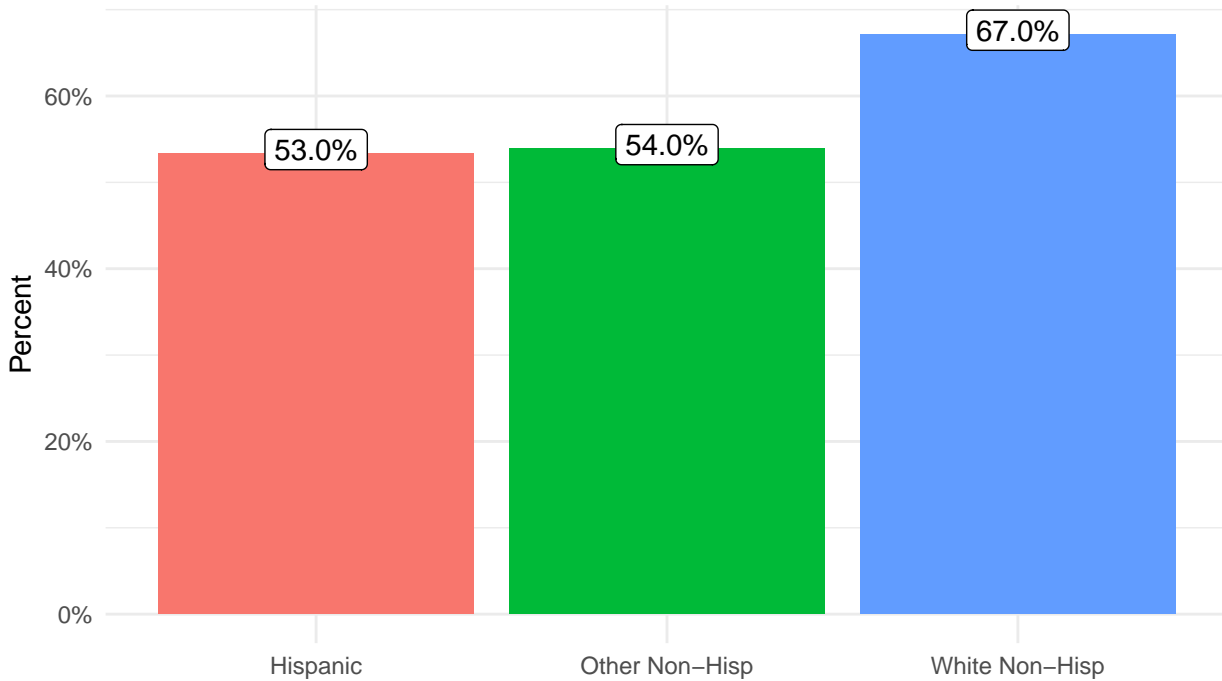
Poverty and food insecurity take a toll on mental health as well as physical health, especially when many of the people around you do not seem to be facing the same kinds of economic challenges. Worrying about having and maintaining basic necessities; being concerned for parents, siblings, or other family members; seeing others grasp opportunities that elude you and constantly fighting the shame and stigma that our society assigns to people facing poverty, can all take a toll on a young person’s mental and emotional wellbeing. The chart above shows the percent of food insecure vs. not food insecure students who reported anxiety, depression, self-harm or suicidal ideation or behavior.

Students of Color At A Glance

The Department of Public Instruction acknowledges that there are pronounced educational disparities along racial and ethnic lines in Wisconsin. The DPI is committed to addressing such disparities and promoting educational equity. The YRBS helps show some of the non-academic factors that are also relevant to helping all Wisconsin students graduate college and career ready.

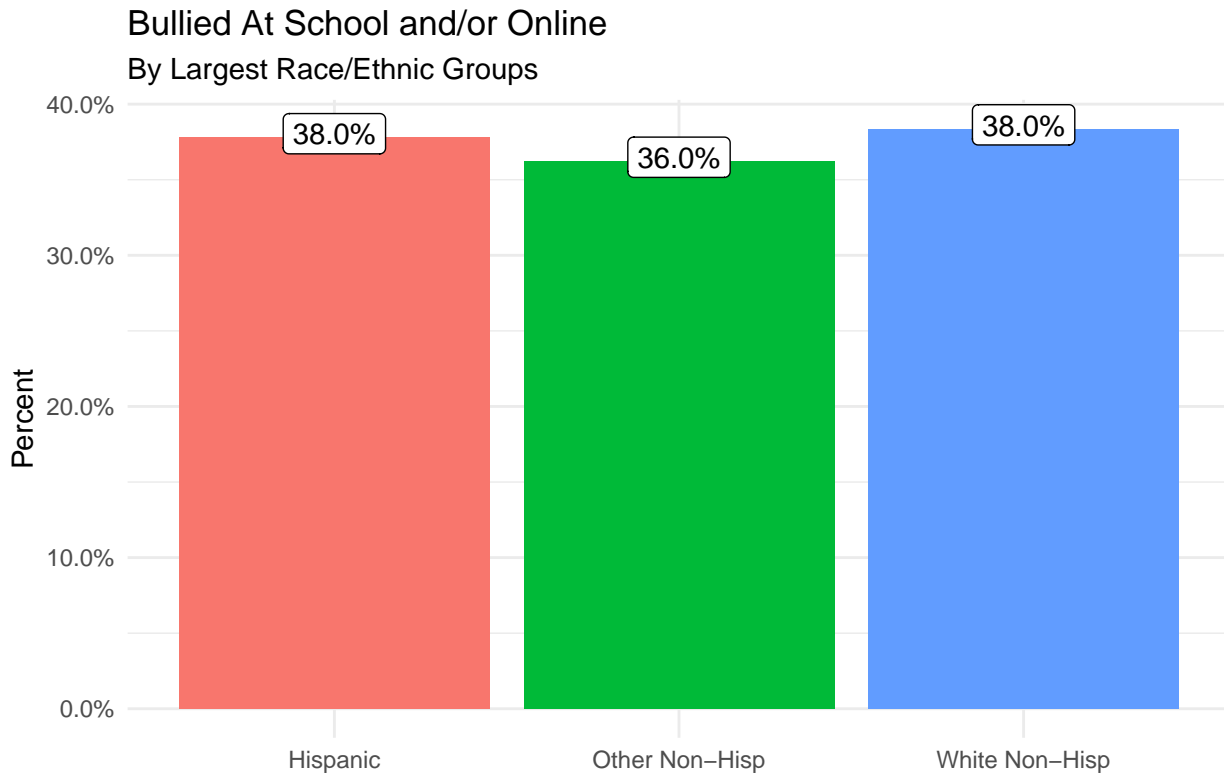
For the purposes of this report, students are grouped into three racial/ethnic categories: Hispanic, non-Hispanic White, and Other Non-Hispanic. The “Other Non-Hispanic” grouping is a collective category that compiles many different races. While ideally numbers could be reported separately for each racial group, in the majority of schools the number of students in these individual categories are too small to report. Thus, the grouping is done here to allow for as much reporting as possible while still upholding student privacy and data quality.

Sense of Belonging
By Largest Race/Ethnic Groups



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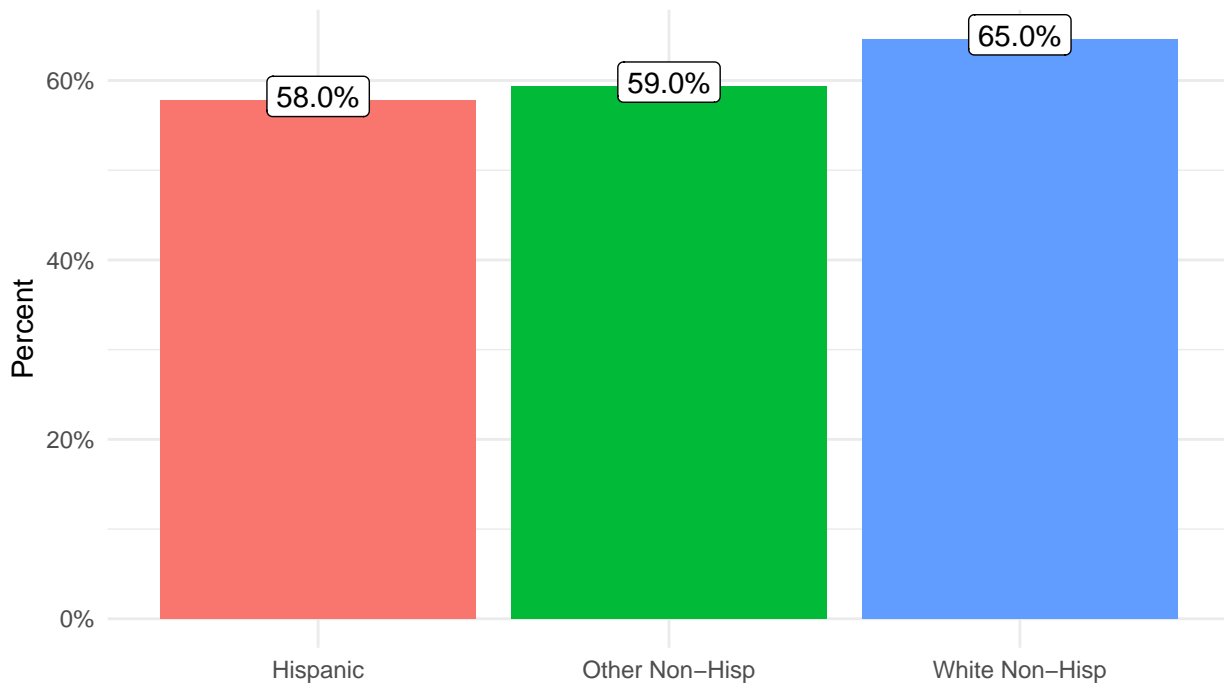
Students’ sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices and data for signs of bias or disparities; ensuring that students of color are encouraged to take challenging courses and are offered the same preparation as their peers; ensuring that the school practices and curricula are inclusive; and incorporating student feedback into school change efforts.



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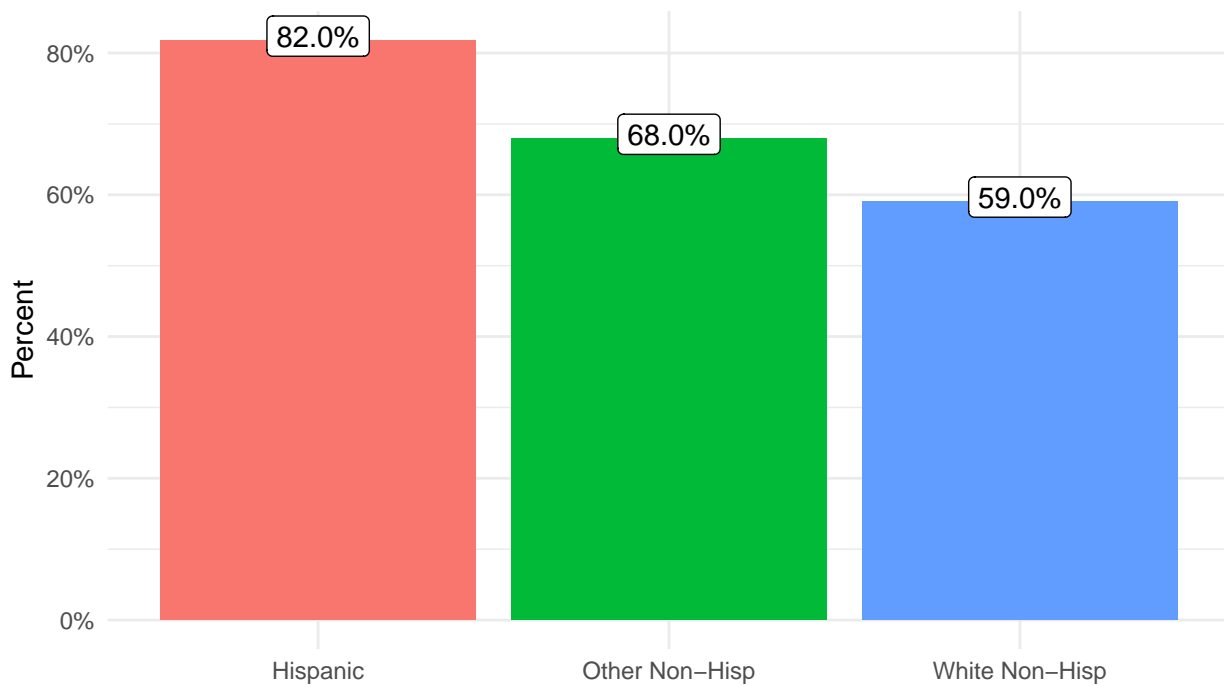
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Largest Race/Ethnic Groups



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Poor Mental Health By Largest Race/Ethnic Groups



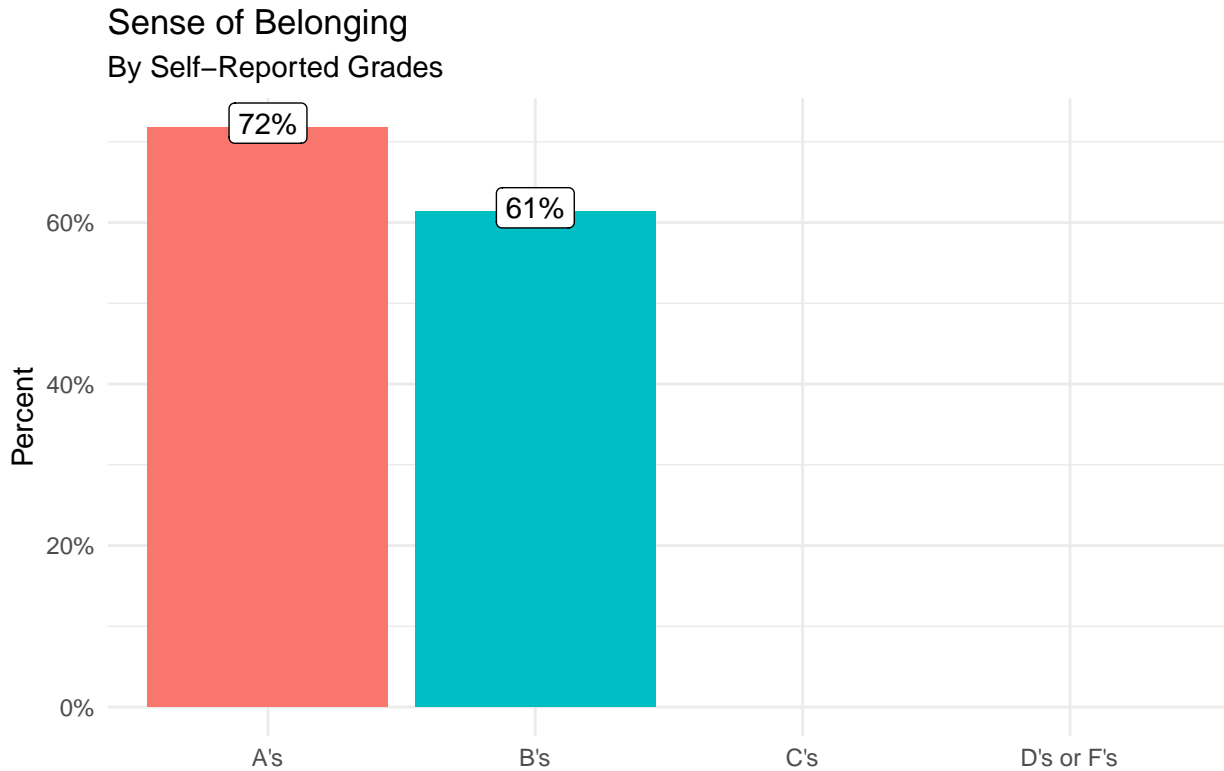
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Wisconsin's statewide 2017 and 2019 YRBS results found notable mental health disparities for students of color (statewide 2021 results were not yet available at the time of this report). For instance, the Center for Disease Control and Prevention's Youth Online analysis tool (<https://nccd.cdc.gov/Youthonline/App/Default.aspx>) shows that African American students in Wisconsin are more likely to have planned a suicide attempt than the national average for African American students (from the national 2017 YRBS; statistically significant at the .05 level). Knowing that some students of color report higher rates of anxiety, depression, non-suicidal self-harm and suicidal thoughts behavior than their peers might help teachers and school officials to be alert to signs of both externalizing and internalizing behavior that could indicate distress. For the specific breakdown of the prevalence of all mental health-related questions, see the question-specific tables at the end of this report.

For more information on how schools can support students of color and become more equitable, see <https://dpi.wi.gov/rti/equity>.

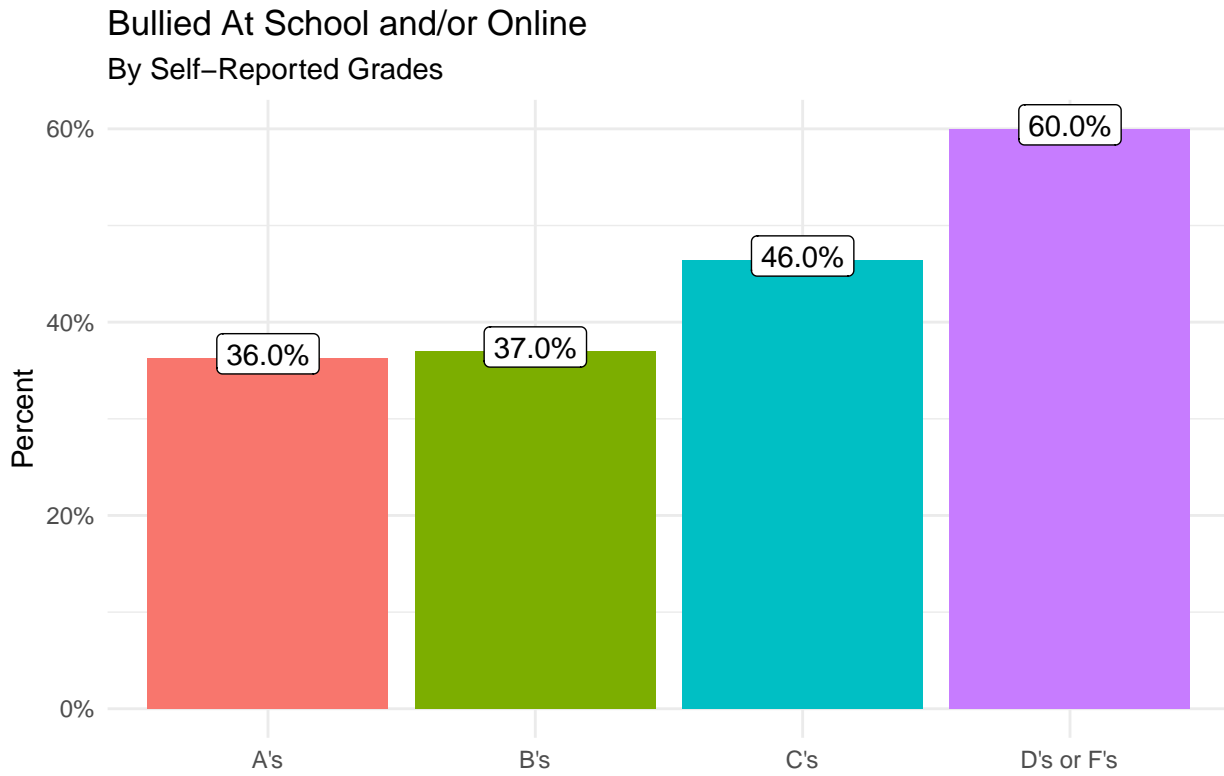
Students with Low Grades At A Glance

The YRBS asks students to self-report whether they get “Mostly A’s”, “Mostly B’s”, etc. Responses to that question form the basis for the information in this section. The YRBS is a stand-alone, anonymous survey. Therefore, no school records on student grades are ever used. The way the survey is conducted prevents any such use.



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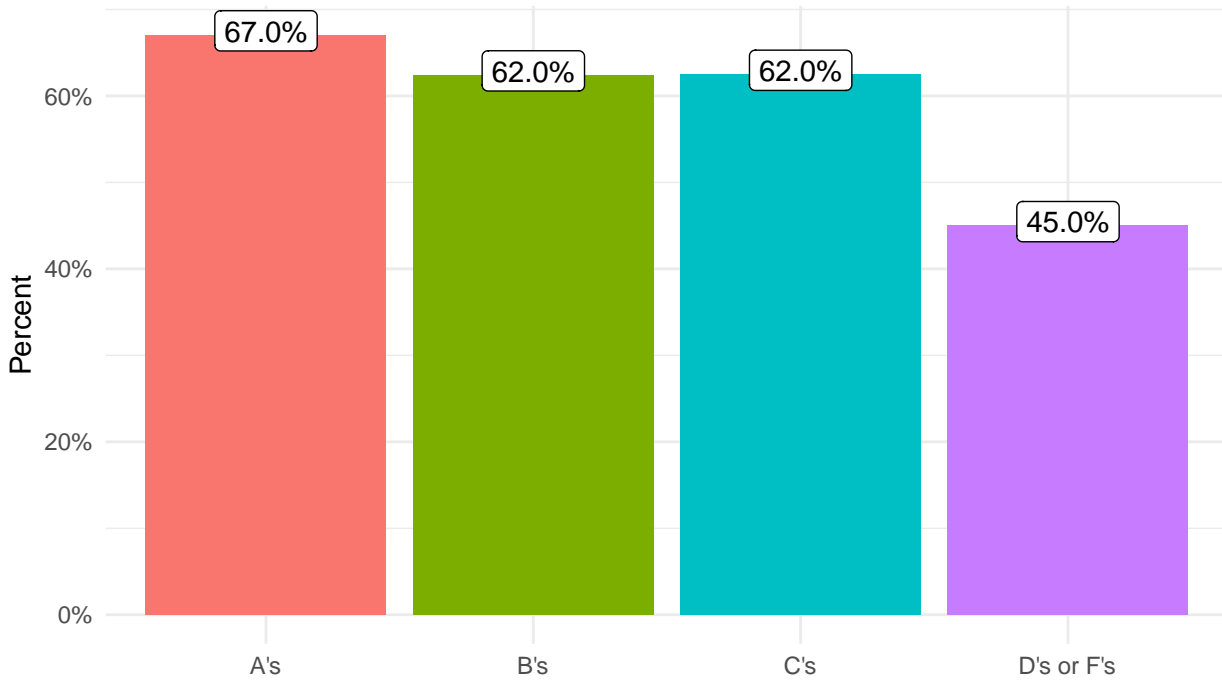
School belonging and grades are often related. Perhaps it’s not surprising that students who feel less academically inclined, are oftentimes less likely to feel like they belong at school. At the same time, it’s also possible for students’ grades to go down when they feel excluded, marginalized, or just disengaged from school. Schools that provide an array of courses (including the arts and career and technical courses) and extracurricular activities, can help to address this issue.



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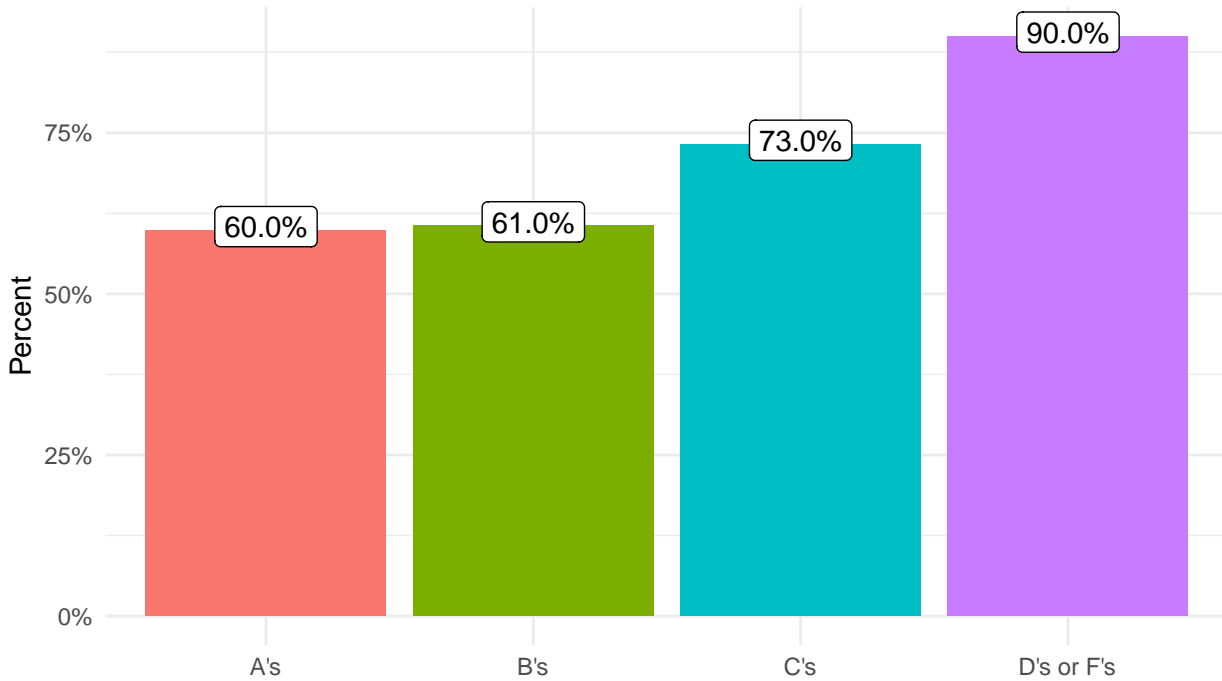
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Self-Reported Grades



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Any Mental Health Concerns By Self-Reported Grades



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The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. Wisconsin's 2017 and 2019 statewide YRBS reports showed that students with poor grades reported worse mental health outcomes, including anxiety (Wisconsin's 2021 results have not been released as of the date of this report). Being anxious or depressed can make it hard to learn and to follow through on steps such as studying, completing assignments, and turning them in. Similarly, the experience of consistent failure or low performance can exacerbate feelings of depression and anxiety. Teachers and school officials who consider mental wellbeing as a possible factor behind student performance, might be better positioned to route students to resources and to reinvest in low-performing students.

For the specific breakdown of the prevalence of self-reported depression, anxiety, and non-suicidal self-harm, as well as the questions on suicidal ideation and behavior, see the question-specific tables at the end of this report.

LGBT Students At A Glance*

*PLEASE NOTE THAT ONLY MIDDLE SCHOOLS THAT REGISTERED FOR THE “HIGH RISK GROUPS OPTIONAL MODULE” WILL HAVE DATA IN THIS SECTION.

DATA NOT AVAILABLE: School did not include this optional module in its survey

Students who identify as Lesbian, Gay, Bi-sexual, or Transgender (LGBT) tend to be at higher risks than their peers in a number of areas. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health concerns. LGBT status was based on two YRBS questions: one asking about sexual orientation and the other about gender identity (i.e., transgender vs. cisgender). Students were characterized as “LGBT” if they identified in the YRBS as one or more of the following: lesbian, gay, bisexual, transgender. Students who explicitly identified as straight (in the sexual orientation question) and “not transgender” (in the gender identity question) are the comparison group. Students did not have to answer both questions to be included in the analysis, but if they did answer both questions their answers were only included in this analysis if they could clearly and consistently be assigned to LGBT or Straight/Cisgender. Ambiguous responses (e.g. “not sure”) were not used for this particular analysis.

LGBT students tend to have a lower sense of belonging than their peers. However, school climate and culture can influence students’ sense of belonging. Thus, school officials who are concerned about this disparity might look for ways to positively impact school climate overall and for LGBT students in particular.

The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

LGBT students tend to report higher levels of mental health concerns. They also tend to report fewer protective factors and higher levels of bullying, harassment, marginalization and violent victimization—all of which affect mental and emotional wellbeing (see e.g. Kann et al. 2016). The chart above covers students who answered affirmatively to one or more of the YRBS questions on depression, anxiety, non-suicidal self-harm, and suicidal ideation and behavior. Breakdowns for the individual questions can be found in the question-specific in the appendix.

Information for schools on how to support LGBT students can be found at <https://dpi.wi.gov/sspw/safe-schools/lgbt>.

Students with Physical Disabilities At A Glance*

*PLEASE NOTE THAT ONLY MIDDLE SCHOOLS THAT REGISTERED FOR THE “HIGH RISK GROUPS OPTIONAL MODULE” WILL HAVE DATA IN THIS SECTION.

DATA NOT AVAILABLE: School did not include this optional module in its survey

The middle school high risk group optional module asks students whether they have a physical disability or chronic health condition. Students who answered affirmatively are contrasted here with those who said they did not have such a condition. (*No health records or other sources beyond student responses to this YRBS question are used; student YRBS responses are anonymous and confidential.*)

In general, students who are dealing with disability or chronic illness tend to report more signs of strain and fewer protective factors than their peers. It is also worth noting that in general, people with disabilities are more likely to be victims of violence and abuse than their peers (see e.g. Everett Jones and Lollar, 2008).

As described above, people with disabilities are more likely to experience violence and abuse than people without disabilities (see e.g. <https://www.stopbullying.gov/sites/default/files/2017-09/bullyingtipsheet.pdf> and <https://www.stopbullying.gov/bullying/special-needs>). Additionally, students who have experienced other forms of violence or abuse are at an increased risk of bullying. Those factors, plus the general tendency for students to be targeted for bullying based on lower status or perceived differences, can contribute to potentially higher rates of bullying among students with physical disabilities or chronic health conditions.

The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. (For the specific breakdown of the prevalence of mental health questions, see the question-specific tables at the end of this report.) Physical wellbeing and mental wellbeing are related. If students with disabilities or chronic health conditions feel physically unwell, that can take a toll on their mental health as well. Feeling lonely, marginalized, or being victimized can of course also affect mental health. Schools that help students with health issues to become involved in appropriate physical activity, ensure that such students are connected to staff and are academically challenged, and highlight examples of people with disabilities or health conditions in their curricula, can help with students' general wellbeing. Such steps can complement (not replace) access to mental health care, where appropriate.

Students with Special Education Services At A Glance*

PLEASE NOTE THAT ONLY MIDDLE SCHOOLS THAT REGISTERED FOR THE “HIGH RISK GROUPS OPTIONAL MODULE” WILL HAVE DATA IN THIS SECTION

DATA NOT AVAILABLE: School did not include this optional module in its survey

The middle school high risk groups optional module included a question asking students whether they currently receive special education services or had an individualized education plan (IEP) or 504 plan. Students could answer: “A. Yes, I do”; “B. Not anymore, but I used to”; “C. No, and I never have”; or “D. Not sure”. Students who answered “A. Yes, I do” are categorized here as “Current Services”. Students who answered “B. Not anymore, but I used to” are categorized here as “Past Services”. Students who answered “C. No, and I never have” are categorized here as “Never Services”. Students who answered “D. Not sure” are not included in the charts below, as their response was ambiguous.

Schools were encouraged to survey students with IEPs whenever possible and appropriate. However, it should be noted that some students with IEPs were most likely exempted from taking the YRBS, because the reading level was not appropriate for them or due to other, similar considerations. Thus, the students who indicated IEPs here most likely represent a particular subset of students receiving special education services, in that they are the students who teachers believed were most capable of completing the survey. For that reason, it’s likely that any differences reported here actually understate the differences between students with IEPs overall and their peers. Regardless, it should be noted that the numbers would likely be different if all students with IEPs/504 plans were able to participate.

The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both. In general, students with conditions related to special education services are often at higher risk for bullying. See e.g. <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>

The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. For the specific breakdown of the prevalence of mental health questions, see the question-specific tables at the end of this report.

What helps?

While many factors affect student wellbeing and behavior, there are ways that schools can help. Students who feel seen, supported, included and challenged tend to have better academic and health outcomes. All members of a school community can contribute to a more supportive and inclusive environment through:

- Strong, responsive adult leadership at the district, school, and classroom level
- Having a wide variety of free, readily accessible extracurricular and co-curricular activities that appeal to different types of students, including students with disabilities
- Supportive student programs and organizations. Programs such as Link Crew help students through transitions, while student organizations (e.g., Gay/Straight Alliances (GSA's) or other supportive student groups) offer opportunities for cultural expression
- Equitable access to rigorous academics that engage and push all students to excel
- Curricula that highlight the positive contributions of scholars, artists, or other historical figures who come from a variety of backgrounds, including any of the high-risk groups highlighted in this report
- Classroom practices and school policies that refrain from implicitly or explicitly targeting, shaming or denigrating any social group
- Access to mental health supports as needed
- Access to general health information and health services

For more resources and ideas, see:

DPI's Student Services, Prevention and Wellness (SSPW) Team at <https://dpi.wi.gov/sspw>

DPI's Special Education Team at <https://dpi.wi.gov/sped>

DPI's Equity webpage at <https://dpi.wi.gov/rti/equity>

APPENDIX A: QUESTION-SPECIFIC TABLES

Tables of Overall Results

The following tables display weighted YRBS variables based on the entire school's responses. They are not disaggregated in any way.

Weighted YRBS Results	
Behavior	Percent
Most of the time or always wear a seatbelt	92%
Most of the time or always wear bike helmet (if ride a bike)	25%
Ate breakfast every day (past 7 days)	34%
Exercise most days (past 7 days)	69%
Participate in school activities, teams, or clubs	73%
Have at least one teacher or other adult at school to talk to	63%
Agree or strongly agree that they belong at school	64%
Agree or strongly agree that teachers care about them	57%
Most of the time or always feel safe at school	79%
Agree or strongly agree that bullying is a problem at school	38%
Bullied on school property (past 12 months)	31%
Electronically bullied (past 12 months)	21%
Composite measure: answered affirmatively to being bullied online and/or at school	38%
Had a weapon at school (past 12 months)	3%
In a physical fight on school property (past 12 months)	18%
Problems with anxiety (past 12 months)	56%
So sad or hopeless that stopped usual activities (past 12 months)	27%
Seriously considered suicide (past 12 months)	21%
Made a suicide plan (past 12 months)	14%
Attempted suicide (past 12 months)	6%
Self-harm (past 12 months)	26%
Composite measure: answered affirmatively to any of the previous six mental health questions	62%
Was offered, sold, or given illegal drugs on school property (past 12 months)	2%
Used any illegal drug besides marijuana (past 12 months)	1%
Smoke cigarettes (past 30 days)	–
Vaping/juul/e-cigarettes (past 30 days)	3%
Use chew, dip, or other smokeless tobacco (past 30 days)	–
Use cigars/cigarillos (past 30 days)	–
Use marijuana (past 30 days)	1%
Drank alcohol (past 30 days)	8%
Missed school due to safety concerns at school or en route (past 30 days)	12%
Sent, received, or shared sexual photos or images (past 30 days)	5%
Ever misused over-the-counter drug	3%
Ever misused prescription pain medicine	6%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results	
Behavior	Percent
Ever had sexual intercourse	4%
Ever been forced to do anything sexual	7%
Lived in 4 or more residences	31%
Sleep 8 or more hours per night	48%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	65%
Use phone, Xbox or other device after midnight on a school night (not for homework)	41%
Experienced hunger due to lack of food at home (past 30 days)	33%
Most of the time or always feel safe in their neighborhood	82%
Most of the time or always get emotional support when needed	41%
List adult as most likely source of emotional support	43%
Have at least one supportive adult besides parent(s)	85%
Agree or strongly agree that family provides help and support	81%

¹ Results are based on the grades surveyed.

² – means numbers too small to report at this level.

Tables by Sex

The following tables display weighted YRBS variables which are disaggregated by Sex.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Most of the time or always wear a seatbelt	91%	92%
Most of the time or always wear bike helmet (if ride a bike)	24%	25%
Ate breakfast every day (past 7 days)	23%	44%
Exercise most days (past 7 days)	62%	76%
Participate in school activities, teams, or clubs	72%	73%
Have at least one teacher or other adult at school to talk to	59%	67%
Agree or strongly agree that they belong at school	56%	70%
Agree or strongly agree that teachers care about them	54%	59%
Most of the time or always feel safe at school	76%	81%
Agree or strongly agree that bullying is a problem at school	47%	30%
Bullied on school property (past 12 months)	40%	24%
Composite measure: answered affirmatively to being bullied online and/or at school	47%	30%
Electronically bullied (past 12 months)	27%	16%
Had a weapon at school (past 12 months)	3%	4%
In a physical fight on school property (past 12 months)	9%	26%
Problems with anxiety (past 12 months)	70%	43%
So sad or hopeless that stopped usual activities (past 12 months)	40%	16%
Seriously considered suicide (past 12 months)	30%	13%
Made a suicide plan (past 12 months)	22%	7%
Attempted suicide (past 12 months)	9%	3%
Self-harm (past 12 months)	38%	17%
Composite measure: answered affirmatively to any of the previous six mental health questions	75%	52%
Was offered, sold, or given illegal drugs on school property (past 12 months)	–	–
Used any illegal drug besides marijuana (past 12 months)	–	–
Smoke cigarettes (past 30 days)	–	–
Vaping/juul/e-cigarettes (past 30 days)	4%	3%
Use chew, dip, or other smokeless tobacco (past 30 days)	–	–
Use cigars/cigarillos (past 30 days)	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Use marijuana (past 30 days)	–	–
Drank alcohol (past 30 days)	11%	5%
Missed school due to safety concerns at school or en route (past 30 days)	16%	8%
Sent, received, or shared sexual photos or images (past 30 days)	8%	3%
Ever misused over-the-counter drug	4%	2%
Ever misused prescription pain medicine	9%	4%
Ever had sexual intercourse	5%	3%
Ever been forced to do anything sexual	12%	3%
Lived in 4 or more residences	33%	28%
Sleep 8 or more hours per night	42%	53%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	72%	59%
Use phone, Xbox or other device after midnight on a school night (not for homework)	44%	38%
Experienced hunger due to lack of food at home (past 30 days)	33%	33%
Most of the time or always feel safe in their neighborhood	80%	83%
Most of the time or always get emotional support when needed	34%	49%
List adult as most likely source of emotional support	36%	51%
Have at least one supportive adult besides parent(s)	81%	88%
Agree or strongly agree that family provides help and support	73%	88%

¹ – means numbers too small to report at this level.

Tables by Grade

The following tables display weighted YRBS variables which are disaggregated by Grade.

Weighted YRBS Results By Grade

Behavior	6th Grade	7th Grade	8th Grade
Most of the time or always wear a seatbelt	93%	91%	90%
Most of the time or always wear bike helmet (if ride a bike)	31%	24%	19%
Ate breakfast every day (past 7 days)	43%	30%	30%
Exercise most days (past 7 days)	67%	72%	67%
Participate in school activities, teams, or clubs	74%	75%	69%
Have at least one teacher or other adult at school to talk to	58%	67%	64%
Agree or strongly agree that they belong at school	64%	62%	65%
Agree or strongly agree that teachers care about them	59%	61%	50%
Most of the time or always feel safe at school	75%	80%	80%
Agree or strongly agree that bullying is a problem at school	38%	34%	42%
Bullied on school property (past 12 months)	31%	31%	32%
Electronically bullied (past 12 months)	28%	19%	18%
Composite measure: answered affirmatively to being bullied online and/or at school	41%	38%	34%
Had a weapon at school (past 12 months)	–	–	5%
In a physical fight on school property (past 12 months)	23%	16%	16%
Problems with anxiety (past 12 months)	54%	58%	56%
So sad or hopeless that stopped usual activities (past 12 months)	27%	26%	29%
Seriously considered suicide (past 12 months)	21%	20%	23%
Made a suicide plan (past 12 months)	13%	14%	15%
Attempted suicide (past 12 months)	6%	5%	6%
Self-harm (past 12 months)	28%	26%	26%
Composite measure: answered affirmatively to any of the previous six mental health questions	62%	63%	62%
Was offered, sold, or given illegal drugs on school property (past 12 months)	–	–	–
Used any illegal drug besides marijuana (past 12 months)	–	–	–

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

³ Composite measures combine responses across two or more questions.

Weighted YRBS Results By Grade

Behavior	6th Grade	7th Grade	8th Grade
Smoke cigarettes (past 30 days)	0%	–	–
Vaping/juul/e-cigarettes (past 30 days)	–	4%	–
Use chew, dip, or other smokeless tobacco (past 30 days)	–	–	–
Use cigars/cigarillos (past 30 days)	0%	–	–
Use marijuana (past 30 days)	–	–	–
Drank alcohol (past 30 days)	5%	8%	10%
Missed school due to safety concerns at school or en route (past 30 days)	14%	11%	10%
Sent, received, or shared sexual photos or images (past 30 days)	3%	6%	8%
Ever misused over-the-counter drug	0%	4%	5%
Ever misused prescription pain medicine	4%	7%	8%
Ever had sexual intercourse	–	–	5%
Ever been forced to do anything sexual	6%	7%	8%
Lived in 4 or more residences	27%	36%	28%
Sleep 8 or more hours per night	57%	45%	42%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	58%	68%	69%
Use phone, Xbox or other device after midnight on a school night (not for homework)	34%	43%	44%
Experienced hunger due to lack of food at home (past 30 days)	40%	32%	26%
Most of the time or always feel safe in their neighborhood	77%	84%	83%
List adult as most likely source of emotional support	48%	47%	34%
Most of the time or always get emotional support when needed	46%	40%	35%
Have at least one supportive adult besides parent(s)	85%	87%	81%
Agree or strongly agree that family provides help and support	80%	83%	79%

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

Tables by Largest Race/Ethnic Groups

The following tables display weighted YRBS variables which are disaggregated by Race/Ethnicity.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Most of the time or always wear a seatbelt	73%	95%	86%
Most of the time or always wear bike helmet (if ride a bike)	–	29%	–
Ate breakfast every day (past 7 days)	27%	39%	20%
Exercise most days (past 7 days)	51%	71%	66%
Participate in school activities, teams, or clubs	49%	75%	73%
Have at least one teacher or other adult at school to talk to	58%	65%	59%
Agree or strongly agree that they belong at school	53%	67%	54%
Agree or strongly agree that teachers care about them	49%	59%	52%
Most of the time or always feel safe at school	73%	81%	73%
Agree or strongly Agree that bullying is a problem at school	47%	37%	38%
Bullied on school property (past 12 months)	29%	32%	29%
Electronically bullied (past 12 months)	29%	21%	21%
Composite measure: answered affirmatively to being bullied online and/or at school	38%	38%	36%
Had a weapon at school (past 12 months)	–	3%	–
In a physical fight on school property (past 12 months)	18%	17%	22%
Problems with anxiety (past 12 months)	68%	54%	59%
So sad or hopeless that stopped usual activities (past 12 months)	39%	26%	28%
Seriously considered suicide (past 12 months)	28%	19%	27%
Made a suicide plan (past 12 months)	26%	11%	18%
Attempted suicide (past 12 months)	–	4%	–
Self-harm (past 12 months)	43%	24%	31%
Composite measure: answered affirmatively to any of the previous six mental health questions	82%	59%	68%
Was offered, sold, or given illegal drugs on school property (past 12 months)	–	1%	–
Used any illegal drug besides marijuana (past 12 months)	0%	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups			
Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Smoke cigarettes (past 30 days)	0%	–	–
Vaping/juul/e-cigarettes (past 30 days)	–	2%	–
Use chew, dip, or other smokeless tobacco (past 30 days)	0%	–	–
Use cigars/cigarillos (past 30 days)	–	–	0%
Use marijuana (past 30 days)	–	–	–
Drank alcohol (past 30 days)	18%	6%	11%
Missed school due to safety concerns at school or en route (past 30 days)	25%	10%	13%
Sent, received, or shared sexual photos or images (past 30 days)	–	4%	–
Ever misused over-the-counter drug	0%	3%	5%
Ever misused prescription pain medicine	–	6%	–
Ever had sexual intercourse	–	2%	–
Ever been forced to do anything sexual	–	7%	–
Lived in 4 or more residences	50%	26%	40%
Sleep 8 or more hours per night	30%	51%	43%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	82%	63%	69%
Use phone, Xbox or other device after midnight on a school night (not for homework)	68%	35%	52%
Experienced hunger due to lack of food at home (past 30 days)	45%	28%	48%
Most of the time or always feel safe in their neighborhood	75%	83%	81%
Most of the time or always get emotional support when needed	23%	44%	35%
List adult as most likely source of emotional support	26%	46%	37%
Have at least one supportive adult besides parent(s)	66%	87%	84%
Agree or strongly agree that family provides help and support	73%	82%	77%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Tables by Average Grades (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by student's average grades. Please note that grades are self-reported.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Most of the time or always wear a seatbelt	96%	90%	84%	85%
Most of the time or always wear bike helmet (if # ride a bike)	31%	16%	–	–
Ate breakfast every day (past 7 days)	40%	30%	–	–
Exercise most days (past 7 days)	76%	69%	54%	65%
Participate in school activities, teams, or clubs	81%	68%	50%	55%
Have at least one teacher or other adult at school to talk to	67%	62%	62%	45%
Agree or strongly agree that they belong at school	72%	61%	–	–
Agree or strongly agree that teachers care about them	62%	57%	–	–
Most of the time or always feel safe at school	82%	78%	64%	60%
Agree or strongly Agree that bullying is a problem at school	39%	34%	45%	55%
Bullied on school property (past 12 months)	32%	26%	41%	50%
Electronically bullied (past 12 months)	17%	26%	23%	45%
Composite measure: answered affirmatively to being bullied online and/or at school	36%	37%	46%	60%
Had a weapon at school (past 12 months)	–	–	11%	–
In a physical fight on school property (past 12 months)	12%	24%	30%	45%
Problems with anxiety (past 12 months)	54%	54%	66%	90%
So sad or hopeless that stopped usual activities (past 12 months)	21%	30%	34%	70%
Seriously considered suicide (past 12 months)	16%	18%	36%	68%
Made a suicide plan (past 12 months)	11%	14%	12%	42%
Attempted suicide (past 12 months)	3%	4%	–	–
Self-harm (past 12 months)	23%	24%	32%	58%
Composite measure: answered affirmatively to any of the previous six mental health questions	60%	61%	73%	90%
Was offered, sold, or given illegal drugs on school property (past 12 months)	–	–	–	–
Used any illegal drug besides marijuana (past 12 months)	0%	–	–	–
Smoke cigarettes (past 30 days)	0%	–	–	0%
Vaping/juul/e-cigarettes (past 30 days)	–	6%	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Use chew, dip, or other smokeless tobacco (past 30 days)	0%	–	–	–
Use cigars/cigarillos (past 30 days)	0%	–	–	0%
Use marijuana (past 30 days)	0%	4%	–	–
Drank alcohol (past 30 days)	4%	9%	–	–
Missed school due to safety concerns at school or en route (past 30 days)	9%	7%	27%	45%
Sent, received, or shared sexual photos or images (past 30 days)	3%	5%	–	–
Ever misused over-the-counter drug	–	4%	–	–
Ever misused prescription pain medicine	3%	6%	–	–
Ever had sexual intercourse	2%	4%	–	–
Ever been forced to do anything sexual	3%	8%	16%	30%
Lived in 4 or more residences	26%	34%	32%	50%
Sleep 8 or more hours per night	56%	44%	–	–
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	61%	66%	70%	90%
Use phone, Xbox or other device after midnight on a school night (not for homework)	34%	43%	50%	80%
Experienced hunger due to lack of food at home (past 30 days)	27%	36%	43%	55%
Most of the time or always feel safe in their neighborhood	88%	82%	68%	45%
Most of the time or always get emotional support when needed	44%	41%	–	–
List adult as most likely source of emotional support	45%	45%	–	–
Have at least one supportive adult besides parent(s)	85%	87%	91%	55%
Agree or strongly agree that family provides help and support	84%	82%	79%	45%

¹ – means numbers too small to report at this level.

Tables by Food Insecurity (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by food insecurity status. Please note that food insecurity is self-reported by students.

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Most of the time or always wear a seatbelt	86%	94%
Most of the time or always wear bike helmet (if ride a bike)	17%	29%
Ate breakfast every day (past 7 days)	22%	41%
Exercise most days (past 7 days)	62%	73%
Participate in school activities, teams, or clubs	66%	76%
Have at least one teacher or other adult at school to talk to	60%	65%
Agree or strongly agree that they belong at school	52%	69%
Agree or strongly agree that teachers care about them	47%	62%
Most of the time or always feel safe at school	66%	85%
Agree or strongly agree that bullying is a problem at school	47%	33%
Bullied on school property (past 12 months)	36%	29%
Electronically bullied (past 12 months)	31%	17%
Composite measure: answered affirmatively to being bullied online and/or at school	45%	34%
Had a weapon at school (past 12 months)	6%	2%
In a physical fight on school property (past 12 months)	27%	14%
Problems with anxiety (past 12 months)	72%	48%
So sad or hopeless that stopped usual activities (past 12 months)	39%	21%
Seriously considered suicide (past 12 months)	36%	14%
Made a suicide plan (past 12 months)	21%	10%
Attempted suicide (past 12 months)	9%	4%
Self-harm (past 12 months)	40%	20%
Composite measure: answered affirmatively to any of the previous six mental health questions	80%	54%
Was offered, sold, or given illegal drugs on school property (past 12 months)	–	–
Used any illegal drug besides marijuana (past 12 months)	–	–
Smoke cigarettes (past 30 days)	–	–
Vaping/juul/e-cigarettes (past 30 days)	4%	3%
Use chew, dip, or other smokeless tobacco (past 30 days)	–	–
Use cigars/cigarillos (past 30 days)	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Food Insecurity Status

Behavior	Food Insecure	Not Food Insecure
Use marijuana (past 30 days)	–	–
Drank alcohol (past 30 days)	12%	5%
Missed school due to safety concerns at school or en route (past 30 days)	20%	8%
Sent, received, or shared sexual photos or images (past 30 days)	9%	4%
Ever misused over-the-counter drug	5%	2%
Ever misused prescription pain medicine	10%	4%
Ever had sexual intercourse	5%	3%
Ever been forced to do anything sexual	12%	4%
Lived in 4 or more residences	43%	25%
Sleep 8 or more hours per night	36%	53%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	74%	61%
Use phone, Xbox or other device after midnight on a school night (not for homework)	54%	34%
Experienced hunger due to lack of food at home (past 30 days)	100%	0%
Most of the time or always feel safe in their neighborhood	70%	88%
Most of the time or always get emotional support when needed	28%	48%
List adult as most likely source of emotional support	33%	49%
Have at least one supportive adult besides parent(s)	83%	86%
Agree or strongly agree that family provides help and support	69%	86%

¹ – means numbers too small to report at this level.

APPENDIX B: Question-Specific Tables for High Risk Groups Optional Module Questions

School did not include high risk groups optional module in its survey

Tables by LGBT Status

The following tables display weighted YRBS variables which are disaggregated by sexual orientation if the school registered for the High Risk Groups Optional Module in their survey.

Tables by Physical Disability (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by physical disability/chronic health condition status if the school registered for the High Risk Groups Optional Module. Please note that physical disability/chronic health condition status is self-reported by students.

School did not include high risk groups optional module in its survey

Tables by Special Education Services (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by IEP/504 status if the school registered for the High Risk Groups Optional Module. Please note that IEP/504 status is self-reported by students.

School did not include high risk groups optional module in its survey

APPENDIX C: OPTIONAL MODULE RESULTS

Optional Module 1: Drug-Free Communities

School did not include optional module 1 in its survey

Optional Module 2: Youth Tobacco

School did not include optional module 2 in its survey.

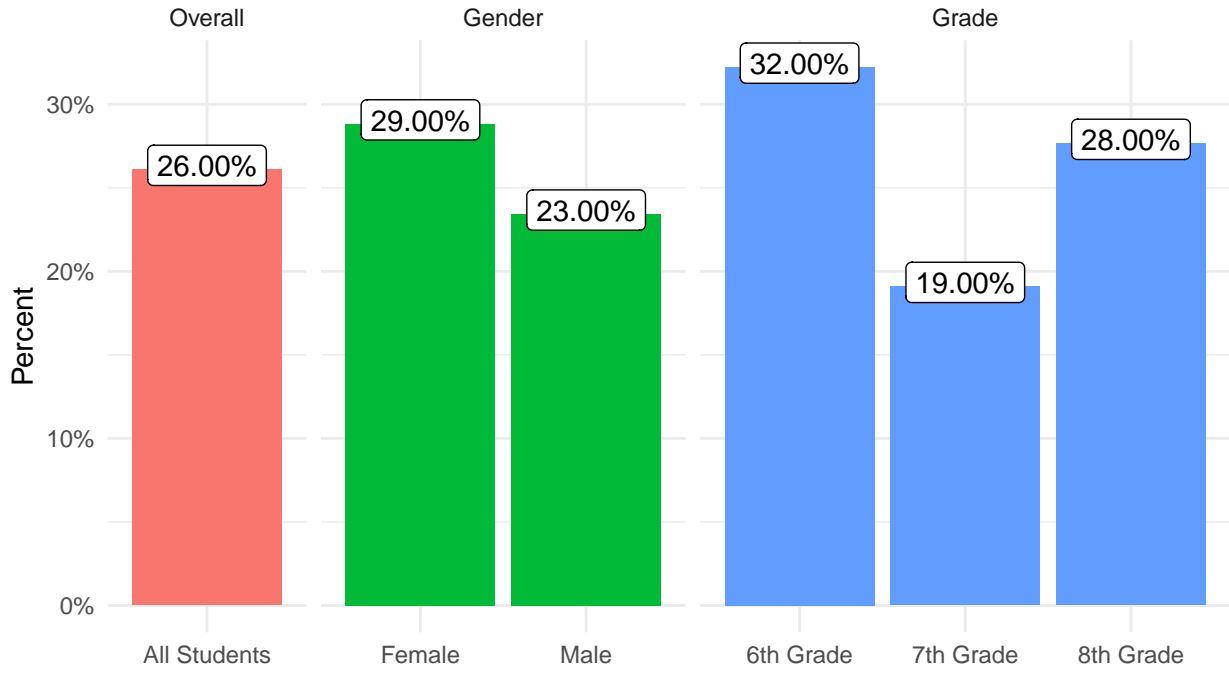
Optional Module 3: Adversity and Protective Factors

School did not include optional module 3 in its survey.

Optional Module 4: School Climate

School Violence As Problem

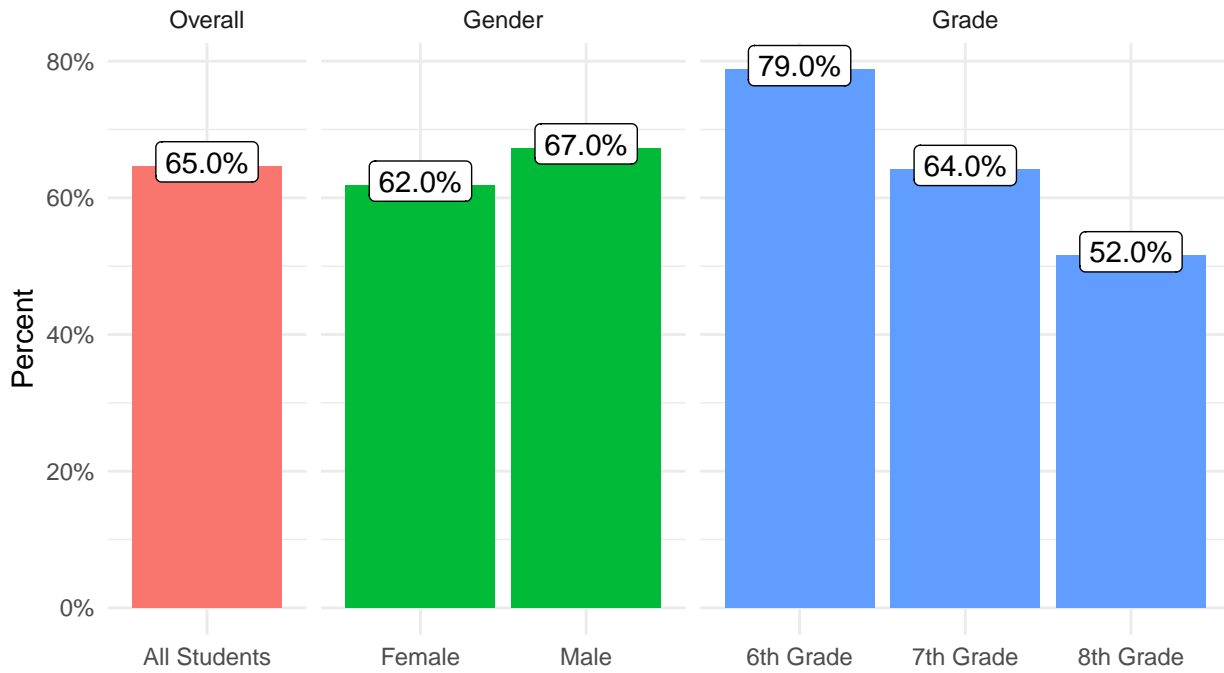
Agree or strongly agree that violence is a problem at their school



Missing bars mean numbers are too small to report

Engaged In Learning

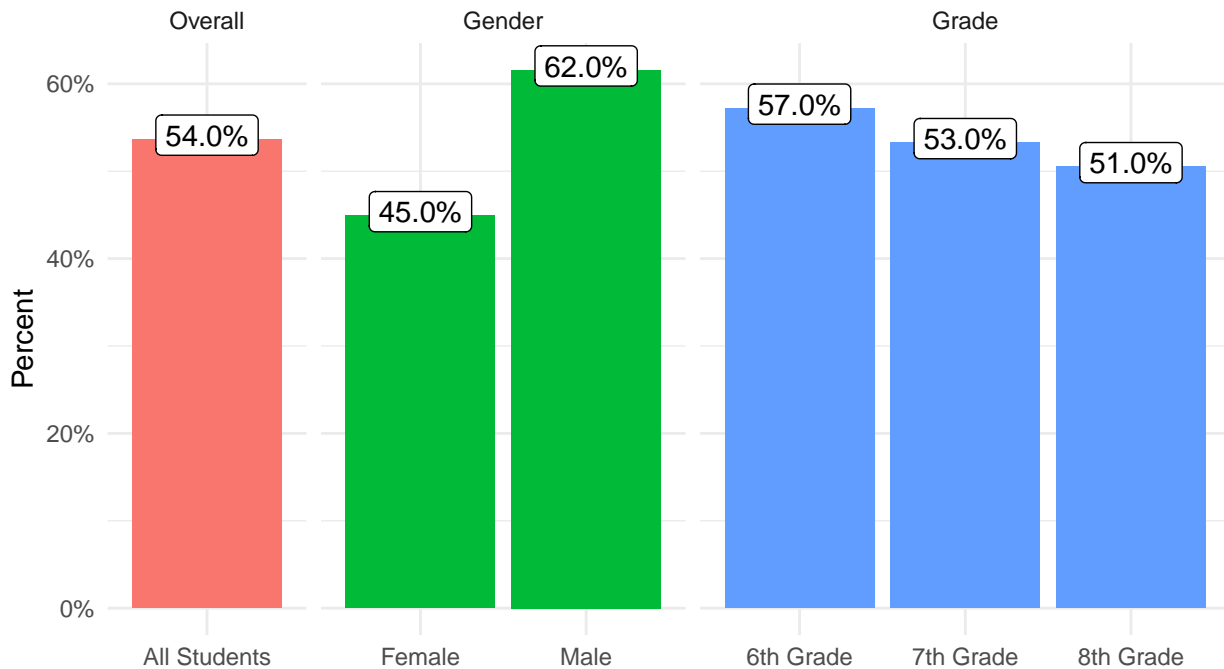
Agree or strongly agree that what they're learning in school is important to them



Missing bars mean numbers are too small to report

Teachers Are Accessible

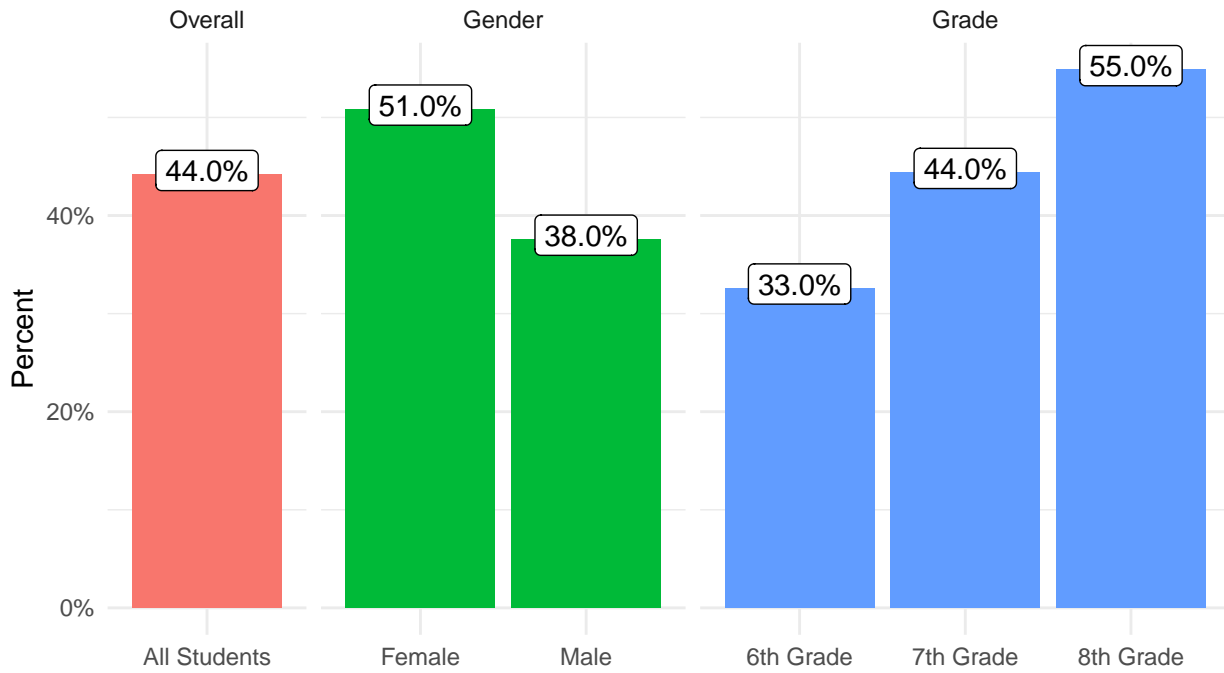
Agree/strongly agree that there are lots of chances to talk with teachers one-on-one



Missing bars mean numbers are too small to report

Differences Targeted At School

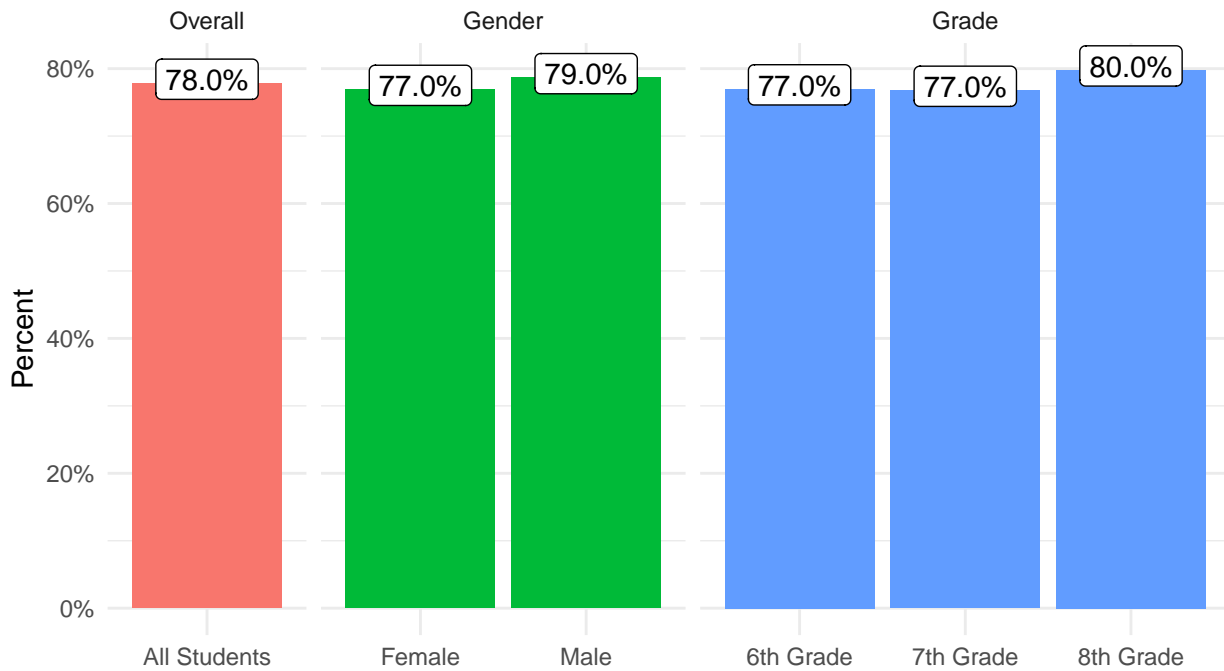
Agree or strongly agree that students get picked on for being different at school



Missing bars mean numbers are too small to report

Participation and Inclusion

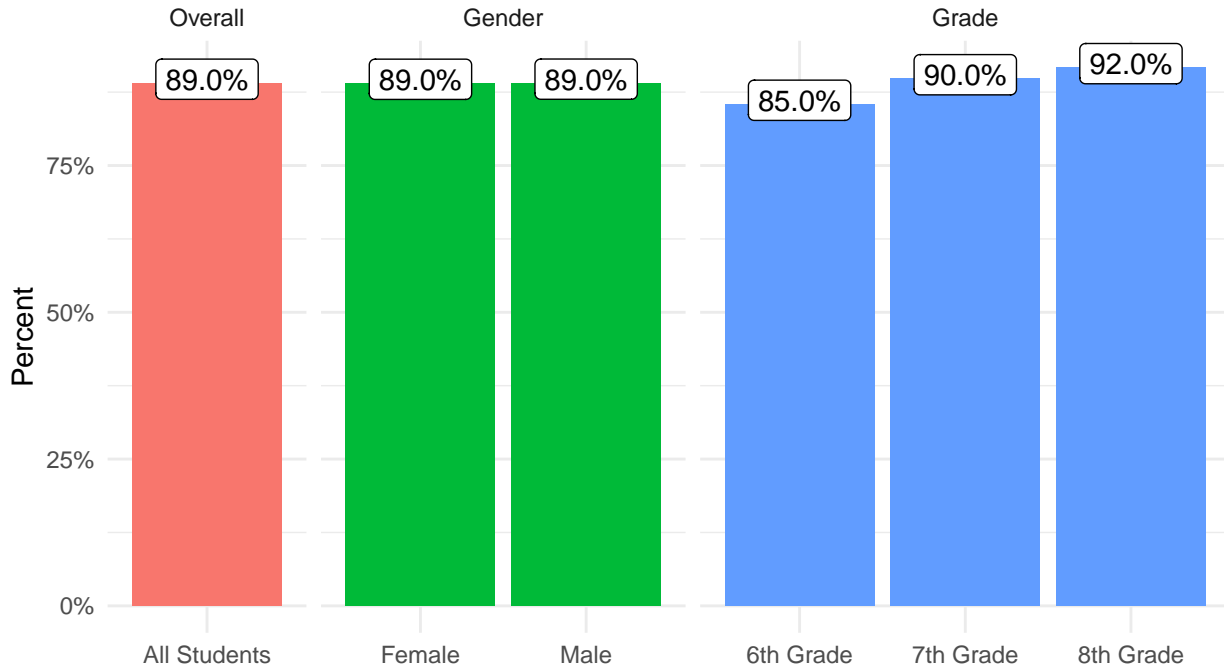
Agree/strongly agree that have opportunities to take part in class/school



Missing bars mean numbers are too small to report

Sports Participation and Inclusion

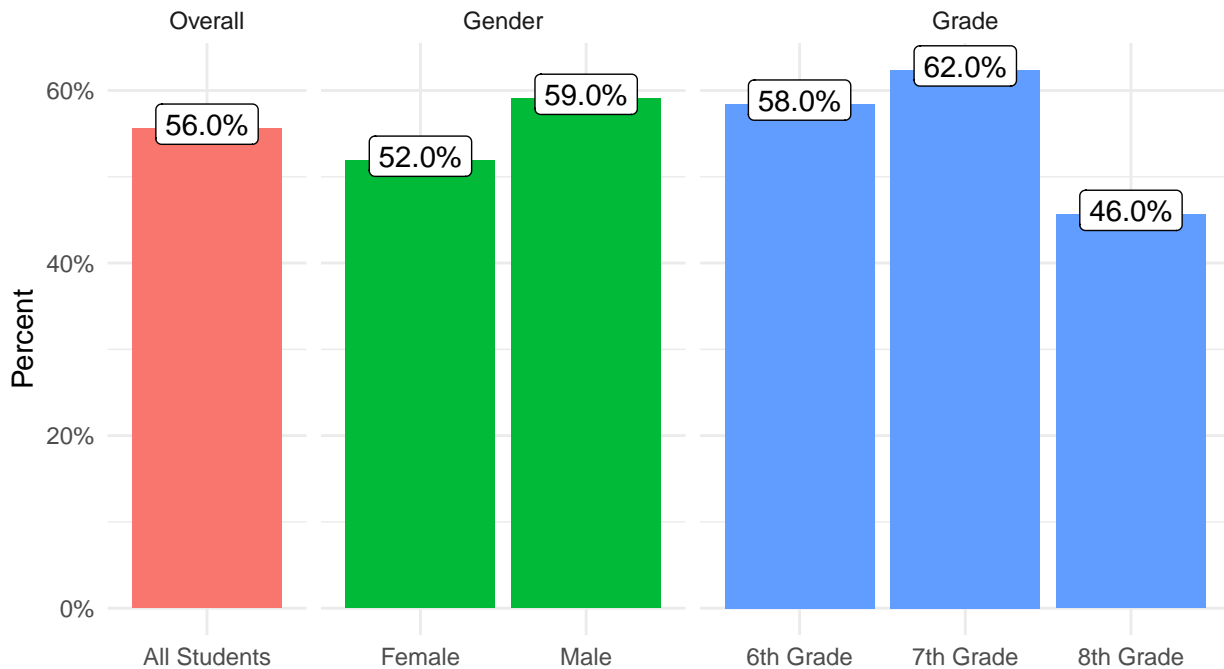
Agree/strongly agree that have opportunities to participate in sports



Missing bars mean numbers are too small to report

Encouraging Teachers

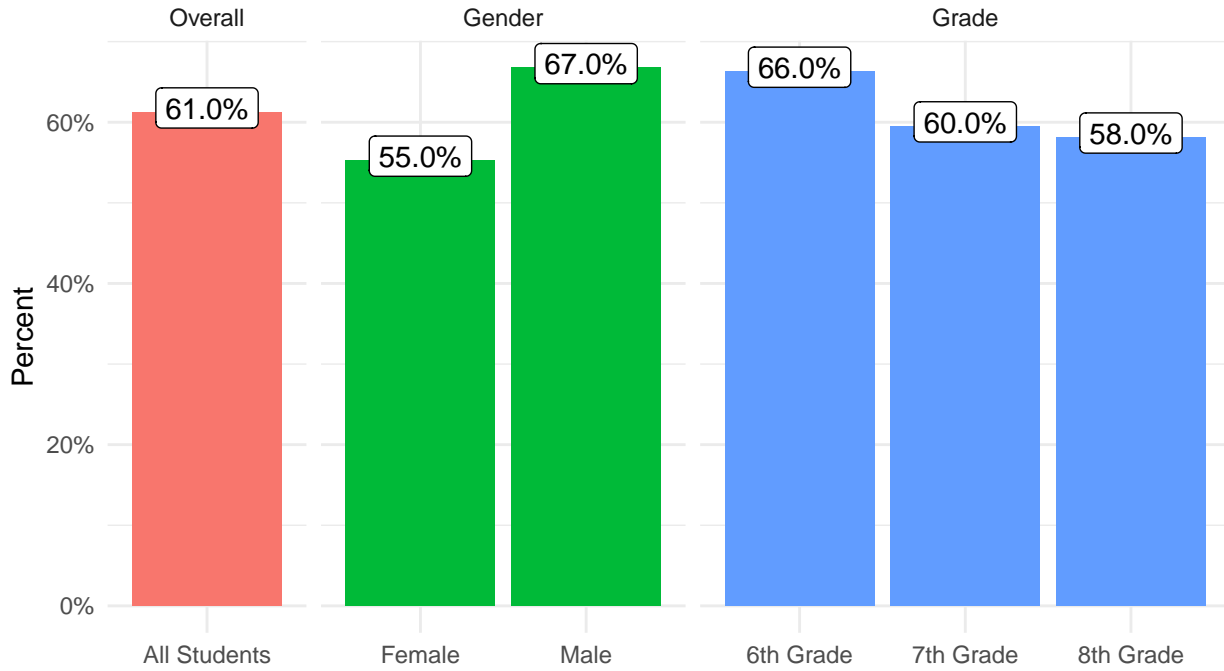
Agree or strongly agree that teachers notice when they do a good job



Missing bars mean numbers are too small to report

Welcoming Environment

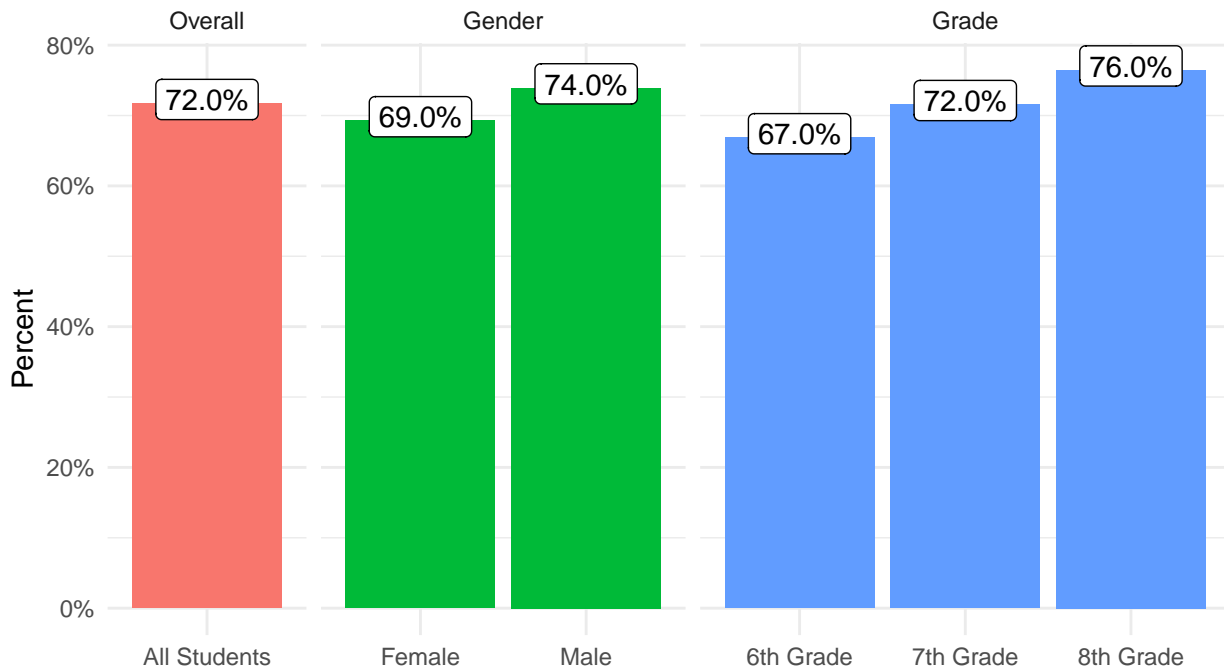
Agree or strongly agree that the school is friendly and welcoming



Missing bars mean numbers are too small to report

Rules Enforced

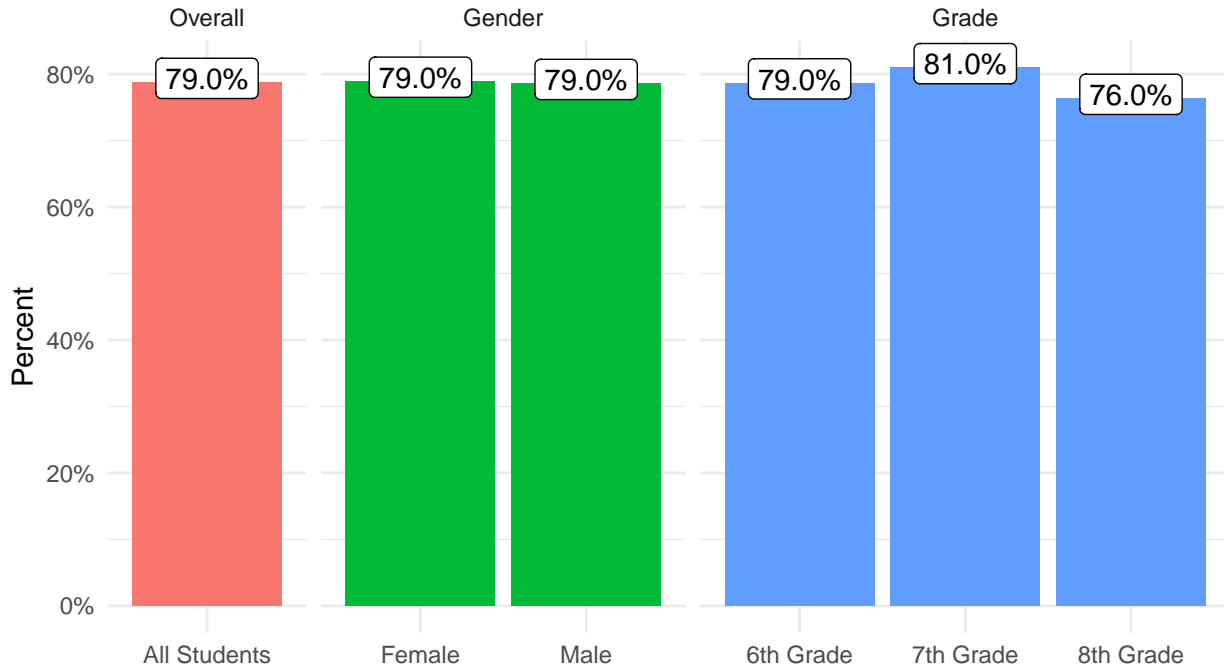
Agree or strongly agree that staff enforce school rules



Missing bars mean numbers are too small to report

High Expectations

Agree or strongly agree that teachers expect them to do their best



Missing bars mean numbers are too small to report

Weighted School Climate Optional Module Results Overall	
Behavior	Percent
Agree or strongly agree that violence is a problem at their school	26%
Agree or strongly agree that what they're learning in school is important to them	65%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	54%
Agree or strongly agree that students get picked on for being different at school	44%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	78%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	89%
Agree or strongly agree that teachers notice when they do a good job	56%
Agree or strongly agree that the school is friendly and welcoming	61%
Agree or strongly agree that staff enforce school rules	72%
Agree or strongly agree that teachers expect them to do their best	79%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Sex		
Behavior	Female	Male
Agree or strongly agree that violence is a problem at their school	29%	23%
Agree or strongly agree that what they're learning in school is important to them	62%	67%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	45%	62%
Agree or strongly agree that students get picked on for being different at school	51%	38%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	77%	79%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	89%	89%
Agree or strongly agree that teachers notice when they do a good job	52%	59%
Agree or strongly agree that the school is friendly and welcoming	55%	67%
Agree or strongly agree that staff enforce school rules	69%	74%
Agree or strongly agree that teachers expect them to do their best	79%	79%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Grade Level

Behavior	6th Grade	7th Grade	8th Grade
Agree or strongly agree that violence is a problem at their school	32%	19%	28%
Agree or strongly agree that what they're learning in school is important to them	79%	64%	52%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	57%	53%	51%
Agree or strongly agree that students get picked on for being different at school	33%	44%	55%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	77%	77%	80%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	85%	90%	92%
Agree or strongly agree that teachers notice when they do a good job	58%	62%	46%
Agree or strongly agree that the school is friendly and welcoming	66%	60%	58%
Agree or strongly agree that staff enforce school rules	67%	72%	76%
Agree or strongly agree that teachers expect them to do their best	79%	81%	76%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Largest Race/Ethnic Groups			
Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Agree or strongly agree that violence is a problem at their school	31%	24%	32%
Agree or strongly agree that what they're learning in school is important to them	57%	67%	59%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	44%	54%	57%
Agree or strongly agree that students get picked on for being different at school	42%	44%	44%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	70%	79%	75%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	89%	89%	88%
Agree or strongly agree that teachers notice when they do a good job	53%	55%	58%
Agree or strongly agree that the school is friendly and welcoming	52%	62%	63%
Agree or strongly agree that staff enforce school rules	47%	76%	65%
Agree or strongly agree that teachers expect them to do their best	68%	80%	78%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Agree or strongly agree that violence is a problem at their school	26%	21%	36%	39%
Agree or strongly agree that what they're learning in school is important to them	71%	60%	–	–
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	52%	58%	43%	56%
Agree or strongly agree that students get picked on for being different at school	44%	44%	45%	63%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	84%	76%	61%	50%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	92%	91%	84%	74%
Agree or strongly agree that teachers notice when they do a good job	56%	55%	–	–
Agree or strongly agree that the school is friendly and welcoming	63%	66%	–	–
Agree or strongly agree that staff enforce school rules	74%	71%	65%	76%
Agree or strongly agree that teachers expect them to do their best	83%	74%	76%	82%

¹ – means numbers too small to report at this level.

TECHNICAL NOTES

SAMPLING:

As noted previously, schools were encouraged to use a census (school-wide) approach to their local data collection. For official State of Wisconsin statistics, a two-stage cluster approach is utilized to generate a representative sample of public high school students in Wisconsin. For more information, see CDC's most recent YRBS Data User's Guide.

DATA QUALITY EDITS

This report replicates CDC's data edits for all questions that appear on Wisconsin's YRBS. Those data edits can be found in CDC's 2017 YRBS Data User's Guide, which is available at: https://www.cdc.gov/healthyouth/data/yrbs/pdf/2017/2017_YRBS_Data_Users_Guide.pdf.

For cases in which Wisconsin's survey included questions not included in the CDC data user's guide, the logic of the CDC guide was extended to include the Wisconsin-specific questions.

WEIGHTING

Post-stratification weights or raking was used to account for any differences between the school (or district) composition and the composition of survey respondents. Raking was employed to reflect the surveyed population. If the surveyed population differed from the school population (e.g., if the school only surveyed certain grades), then their results reflect the population surveyed rather than the school as a whole.

Raking categories were grade by sex (e.g., 6th grade females) and three race/ethnic categories: Hispanic, Non-Hispanic White, Non-Hispanic Other. Those three categories were chosen to best fit the most number of schools. Population figures for each school were drawn from the student enrollment data provided by schools to the Department of Public Instruction. A minimum weighted count of 15 was used as the threshold for applying raked weights. For instance, if there were fewer than 15 Hispanic students in the school, then that school's results were not weighted along the race/ethnicity variable; the same applies to grade by sex.

SIGNIFICANCE LEVELS Significant levels are not displayed in this report, and results are presented regardless of whether or not they meet the threshold for statistical significance. This is in line with how DPI has previously made data available to schools. It is also helpful for small and medium sized schools, which are less likely to have results that attain statistical significance due to their size. Results in the State of Wisconsin YRBS do include information on significance levels. Schools can refer to the information on DPI's YRBS webpage and CDC's Youth Online data query tool to learn which associations are significant at the state and national level.

REDACTION Data redaction for YRBS 2019 school and district-level reports relies on primary suppression for a numerator cell size between one and five. This aligns with DPI data suppression policy for sensitive topics and reports. This means that if the number of students (overall or in a reported subgroup) who reported the behavior is between one and five, the results will not be displayed. If the number of students reporting the risk behavior (or other reported behavior) is zero, the percent will be displayed.

Where the data are broken down across comparison groups (e.g., males vs. females or across grades 6, 7 and 8), complementary suppression is employed. This means that if one subgroup (e.g., grade

6) has too few respondents to report, then the next lowest response group (e.g., grade 7) is also redacted. This helps protect student privacy by preventing readers from using other information in the report to guess the redacted number. Complementary suppression is part of DPI's suppression rules policy because it helps to protect student privacy. Upholding student privacy is particularly important in maintaining the integrity of the YRBS and ensuring that students' responses are truly anonymous and confidential.

CITING THIS REPORT: This report was created by Dr. Katherine McCoy and Dr. Carl Frederick of the Wisconsin Department of Public Instruction. The report can be cited as:

“Ashwaubenon - Parkview Middle 2019 YRBS Results (High School Version)”. Wisconsin Department of Public Instruction, 2019.

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Ashwaubenon - Ashwaubenon High 2021 YRBS Results (High School Version)

Contents

REPORT OVERVIEW	4
Who Took The Survey?	4
What’s In This Report?	6
Report Version	8
MOTOR VEHICLE SAFETY	9
Seatbelt Use	9
Risky Driving Behaviors	9
SCHOOL SAFETY	12
Perceptions of safety	12
Violence and Weapons At School	14
Drugs at School	15
Drunk at School	16
SCHOOL CLIMATE	17
Bullying	18
School Connectedness	21
MENTAL HEALTH AND WELLBEING	24
Anxiety, Depression and Self-Harm	24
Suicidal Thoughts and Behavior	27
Help-seeking and Supports	29

SEXUAL BEHAVIOR	31
Prevalence	31
Prevention of Pregnancy and Sexually Transmitted Infections (STI)	32
TOBACCO	33
Vaping	33
Other Tobacco Products	35
Tobacco Cessation	36
ALCOHOL	37
Any Use	37
Binge Drinking	39
DRUG USE	40
Marijuana	40
Other Illegal Drugs	42
Abuse of Legal Substances	43
TECHNOLOGY USE AND ONLINE BEHAVIOR	44
General Use Patterns	44
Sexting	46
PHYSICAL HEALTH AND NUTRITION	47
Sleep and Exercise	47
Nutrition	51
Health Conditions and Health Care	54
TRAUMA AND ADVERSITY	56
Exposure to Violence	56
Exposure to Violence	57
Stable Housing	58
Food Insecurity	59
PROTECTIVE FACTORS AT A GLANCE	60
Sense of Belonging	60
Number of Supportive Adults	65

NEWLY ADDED QUESTIONS IN 2021	67
STUDENT EMPLOYMENT STATUS	67
BASIC NEEDS SERVED AND NEGLECT	72
FAMILY MENTAL HEALTH	73
COVID-19	74
HIGHER RISK POPULATIONS AT A GLANCE	77
Food-Insecure Students At A Glance	78
LGBT Students At A Glance	82
Students of Color At A Glance	86
Students with Low Grades At A Glance	90
Students with Physical Disabilities At A Glance	94
Students with Special Education Services At A Glance	98
What helps?	102
APPENDIX A: QUESTION-SPECIFIC TABLES	103
Tables of Overall Results	103
Tables by Sex	107
Tables by Grade	111
Tables by Largest Race/Ethnic Groups	116
Tables by LGBT Status	124
Tables by Average Grades (Self-Reported)	129
Tables by Physical Disability (Self-Reported)	134
Tables by Special Education Services (Self-Reported)	139
Tables by Food Insecurity (Self-Reported)	144
APPENDIX B: OPTIONAL MODULE RESULTS	149
Optional Module 1: Drug-Free Communities	149
Optional Module 2: Youth Tobacco	150
Optional Module 3: Adversity and Protective Factors	151
Optional Module 4: School Climate	152
TECHNICAL NOTES	153
SELECTED REFERENCES:	155

REPORT OVERVIEW

Who Took The Survey?

Both the State Youth Risk Behavior Survey (YRBS) and National YRBS are based on a scientific sample of students in grades 9-12. For local YRBS surveys, such as this, schools were strongly encouraged to administer the survey on a school-wide basis to all grades (i.e., on a census basis). However, some schools opted to survey only select grades.

While surveying based on convenience is appealing to many schools, there are tradeoffs in terms of data quality. If a school had a relatively low response rate, or if certain groups of students were systematically excluded, the quality of the results could suffer.

All participating schools are being provided with their results, regardless of response rates or grades surveyed. The indicators below are intended to help schools and other YRBS stakeholders self-assess the quality of their data and, if necessary, work towards improvements in future rounds of data collection.

TOTAL NUMBER OF USABLE SURVEYS: 797

(Note that this might be slightly lower than the number of students offered the survey if students submitted blank, largely incomplete, or otherwise unusable surveys. See the Technical Notes section for information on data edits.)

PERCENT OF SCHOOL WITH USABLE SURVEYS: 83%

SCHOOLWIDE RESPONSE RATE CATEGORY: Strong (70% or higher)

The schoolwide response rate category is based on the percent of all high school students in the school, regardless of whether all grades were surveyed. Schools are strongly encouraged to strive for a high schoolwide response rate. Countywide statistics can be generated only if a sufficient number of schools surpass 50% schoolwide response rates. Schoolwide response rates are particularly important for smaller schools, which need as many responses as possible to generate meaningful data.

GRADES SURVEYED

Schools were encouraged, but not required, to survey all grades. The only instance in which a school was required to survey a certain grade was if that school was selected into the official State of Wisconsin YRBS survey sample.

Surveyed Grade 9? YES

Surveyed Grade 10? YES

Surveyed Grade 11? YES

Surveyed Grade 12? YES

RESPONSE RATE FOR GRADES SURVEYED: 83%

RESPONSE RATE FOR GRADES SURVEYED CATEGORY: Strong (70% or higher)

If a school surveyed all eligible grades, then the schoolwide response rate should equal the response rate for grades surveyed. If not all eligible grades were surveyed, then the response rate for grades surveyed can be used to determine the response rate for that school's survey target population.

HOW TO INTERPRET RESPONSE RATE INFORMATION

Schools are generally encouraged to seek high response rates in order to maximize the quality, availability, and comparability of their data. However, the response rate categories are **provided as a general guideline and are not intended to be punitive or to discourage schools from future YRBS participation**. While a higher response rate is generally better, schools may want to keep the following information in mind:

- The cutoffs provided here are higher than for some surveys conducted in the population at large. Since the YRBS is offered during the school day, response rates can be expected to be higher than for other general population surveys. For official state-level statistics, states are required by the Centers for Disease Control and Prevention (CDC) to achieve robust school and student-level participation.
- Including or excluding certain grades can affect your response rates. For instance, 9th graders generally have high response rates and 12th graders tend to have lower response rates. A school that surveys all grades might therefore have a lower “grades surveyed” response rate than a school that only surveys grades 9 and 10. However, schools are strongly encouraged to survey all grades, even if this results in an overall lower “response rate for grades surveyed”. It’s important to capture the variability between students in different grades.
- Even a “strong” response rate can be undermined if some groups of students were systematically excluded. For instance, if a school surveyed 70% of its students but left out all students with special education services (including those who would be capable of taking the survey) or all students in vocational education classes, the results might still not represent the school as a whole.
- Smaller schools are advised to strive for very high response rates. The small population means that statistics can change easily if even a few students are not surveyed. Small numbers are also redacted to protect student privacy. Including as many students as possible allows small schools in particular to have more robust data and see more of their results.
- If a larger school uses the help of a researcher to systematically sample a smaller proportion of their students, even a lower response rate can provide high quality data. However, this option should only be pursued after consulting with a professional. “Random sampling” is not a random process, but rather a systematic approach.
- Students and/or their guardians always have the right to opt out of the survey. While schools should employ best practices to maintain a high level of participation, they should also make sure to respect the rights of students and their families to opt out.

WHAT IF NOT ALL GRADES WERE SURVEYED?

State and national YRBS estimates are based on all grades (9-12). Because student behaviors do generally vary by grade level, only local YRBS surveys that include all grades are directly comparable to state and national estimates.

If any of the “surveyed grade” indicators above are “NO”, Ashwaubenon High should not compare its overall numbers to overall state and national numbers. Instead please use the grade-specific

numbers for comparisons (e.g., a school that surveyed 9th and 11th graders should compare its 9th grade numbers to state and national 9th grade numbers, as well as comparing its 11th grade numbers to state and national 11th grade numbers). Follow the same procedure if comparing these results to another local YRBS.

What's In This Report?

This report is organized by YRBS topic area. Each topic area contains key charts that highlight a few questions from that topic area, plus a narrative overview of other key data pieces.

Topic Areas contain bar charts of key questions for:

- The relevant student population overall
- Breakdown by sex (male/female)
- Breakdown by grade level

Topic areas may also contain some narrative providing an overview of any other relevant questions.

Higher Risk Populations At A Glance: Provides bar charts of four key questions comparing certain vulnerable or higher risk student populations to their peers. The four questions include: mental health concerns, bullying, sense of school belonging, and having a teacher to talk to.

These questions were selected for two reasons: 1) they are particularly salient to schools and focus on things that schools may be able to address, either in whole or in part; 2) a high percentage of students overall experience these indicators, which makes it more likely that there will be enough data to disaggregate by the selected student populations. Low prevalence questions, such as drug use, are less likely to produce enough data for this purpose at the school or even district level.

Additional information for each higher-risk population is covered in the detailed data tables in the appendices.

Question-Specific Tables: The appendices contain detailed, question-by-question tables that provide YRBS numbers for students overall and by subgroup. To keep the report a reasonable length, not all questions have charts in the topic area section. If you don't see a chart of the question you're looking for, please look the number up in the question-specific table.

Optional Modules: The local YRBS was standardized to allow for consistent and stable comparisons from the school level to the national level. In order to still allow some customization, schools were allowed to choose one additional optional module if they desired. If Ashwaubenon High selected an optional module, data from that module appears in this section.

ANSWERS TO COMMON QUESTIONS

Why is data for that question/subgroup missing? There are a few reasons why data for a particular group—or an entire question covered in this report—might be missing:

If the school opted not to survey a given grade, then responses for that grade will be listed as 0 and/or not displayed in charts. If the exclusion of that grade meant that certain subgroups were

missed altogether (e.g., the school has only 4 Hispanic/Latino students and they were all in grades not surveyed), then tables for that subgroup will also indicate that it is missing.

If the numbers reported for a question or subgroup were too small to report, data will not be displayed. When a subgroup is missing from a chart, or you see “–” in a table, that might be due to small numbers. This is calculated for each question. Therefore, both the size of the student respondent population (or subpopulation) and the likelihood of the risk behavior will play a role in which data are reportable. Large, diverse schools with a high response rate might be able to see breakdowns of the data for rare risk behaviors, while very small schools might not be able to see data on some common risk behaviors.

The YRBS asks students to honestly and anonymously report on highly sensitive information. When very few students report a risk behavior, there are both privacy protection and data quality reasons not to report such numbers. From a privacy standpoint, reporting small numbers at the school, district, or even county level might make it easy to guess (correctly or incorrectly) a student's identity. DPI policy requires redaction of such small numbers, particularly for sensitive questions or topics. From a data quality perspective, small numbers are inherently unstable.

Small schools are statistically more likely to have more such redaction. This means that small schools may see lots of “–” and missing bar chart columns in their reports. Note that:

- The redaction itself is informative in that it means very few students reported the risk behavior.
- The redacted information from small schools will still be used in higher-level reports, such as district and county-level reports (where available). Thus, the data are still used to produce local YRBS numbers, even if it doesn't show up at the school level. (Note that very small numbers are still redacted in district and county-level reports, but the greater number of student responses means that small numbers are less likely to be a problem at this level.)
- If numbers for a given behavior and/or subpopulation still do not appear in district or county-level reports, refer to neighboring county numbers and/or the statewide numbers instead. While they may not be an exact match for your school, they can provide a guidepost for the likely prevalence in your area.

From where is the information coming?

All data in this report comes solely from the YRBS survey. Some of the YRBS questions ask students to self-report on information that is also maintained by the school (e.g., grade level, race, sex, special education status and academic grades), or by other organizations such as health care systems (e.g., concussions, mental health). However, none of the information used here comes from any identifiable data source. Because the survey is confidential and anonymous, there is no way to get such information from schools, and no attempt is made to do so. Similarly, the YRBS includes questions that ask students whether or not they have chronic physical disabilities or whether they have experienced symptoms that describe depression or anxiety. The responses are student self-reports of medical or psychological conditions, rather than professionally verified diagnoses. The integrity of the YRBS depends on keeping responses entirely anonymous and confidential. To help the reader know that information is based on student self-reported YRBS answers, rather than

school or health care records, sometimes charts are explicitly labeled “Self-Reported”. However, all questions are self-reported, even if the chart or table does not explicitly say “Self-Reported”.

Is the data high quality? The YRBS is a reliable and valid survey instrument used across the country for over 20 years. In addition, the information prepared for this report includes literally hundreds of data quality checks which are used to identify and remove likely invalid responses. These help to ensure that the data used for reports is as clean as possible.

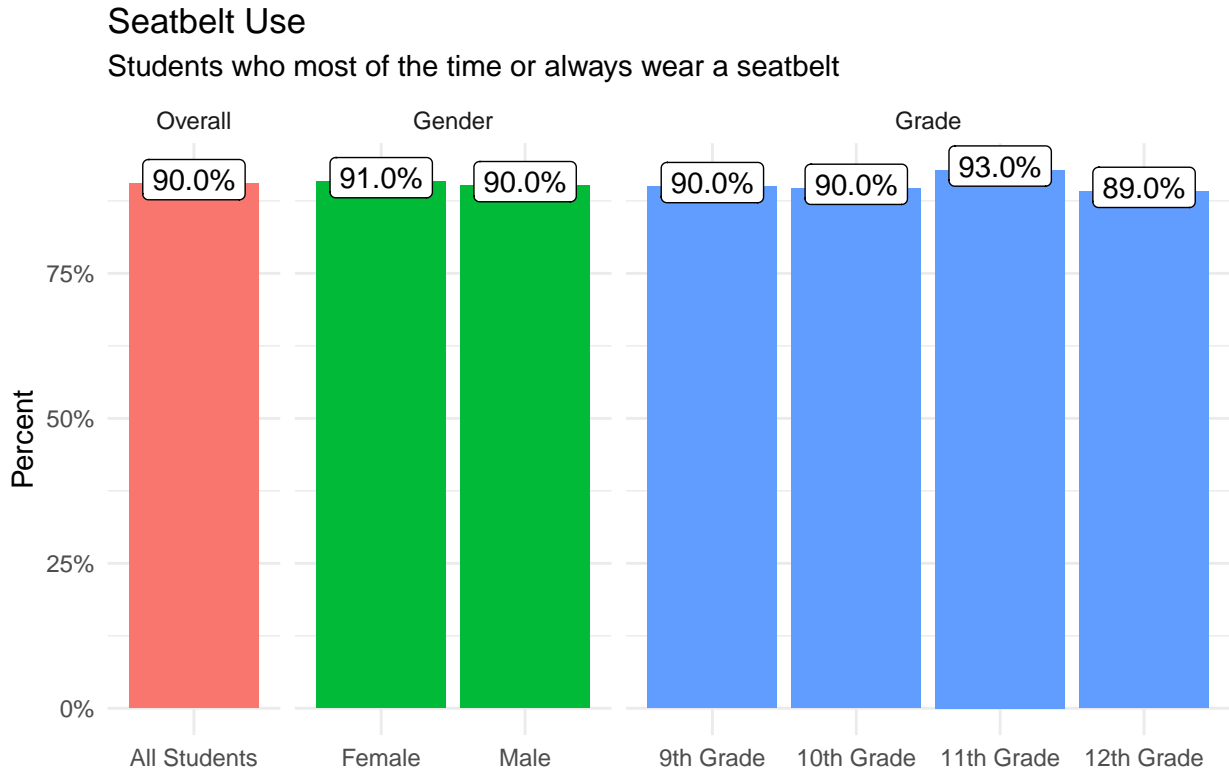
The conditions under which a survey is taken can affect data quality. If a school has substantially fewer usable surveys than students who were offered the survey, that indicates either that many students failed to answer questions, or that their answers were consistently flagged as likely to be invalid. If this is the case for your school, you may want to consider tweaking your survey administration methods to make sure that students are not rushed and also that they have confidence that no one can see their screen. Guidance for administering a high quality local YRBS is provided on the “Conducting A YRBS” webpage.

Report Version

This report was updated on June 9th, 2022.

MOTOR VEHICLE SAFETY

Seatbelt Use



Missing bars mean numbers are too small to report

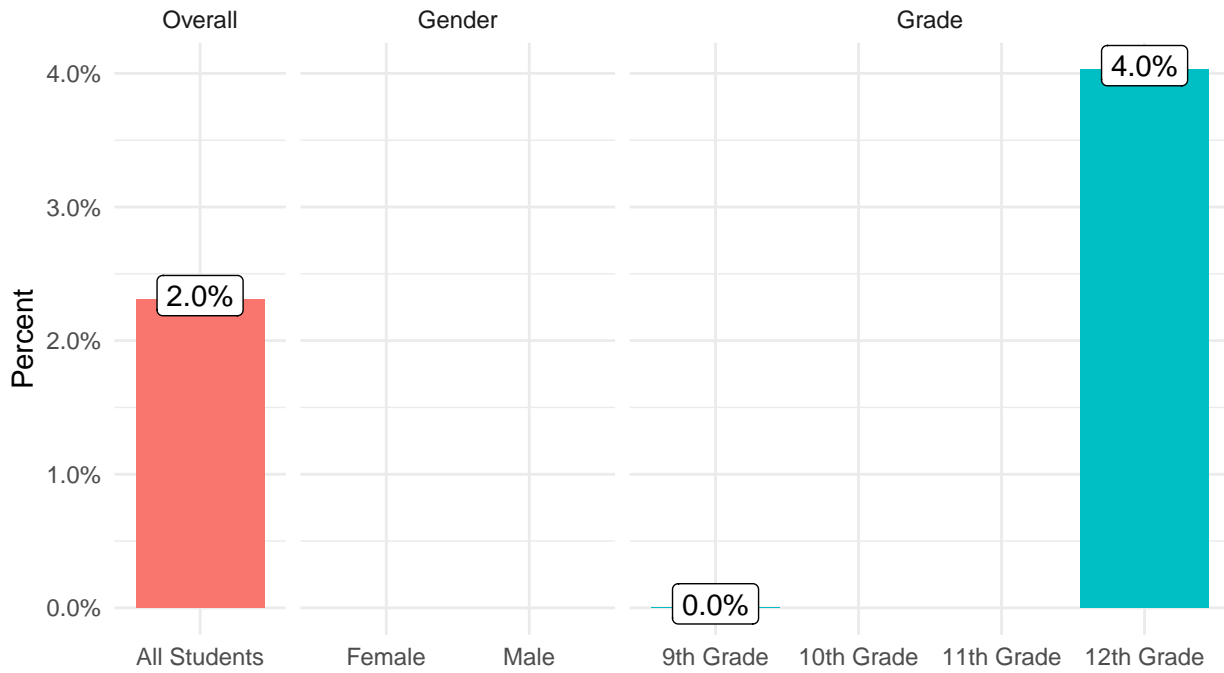
4% of students said that they never or rarely used a seatbelt.

Risky Driving Behaviors

The following questions on driving are calculated only among students who indicated that they are drivers. Thus, depending on when students start driving, there is more likely to be data for 11th and 12th grade students than for 9th or 10th grade students.

Drinking and Driving

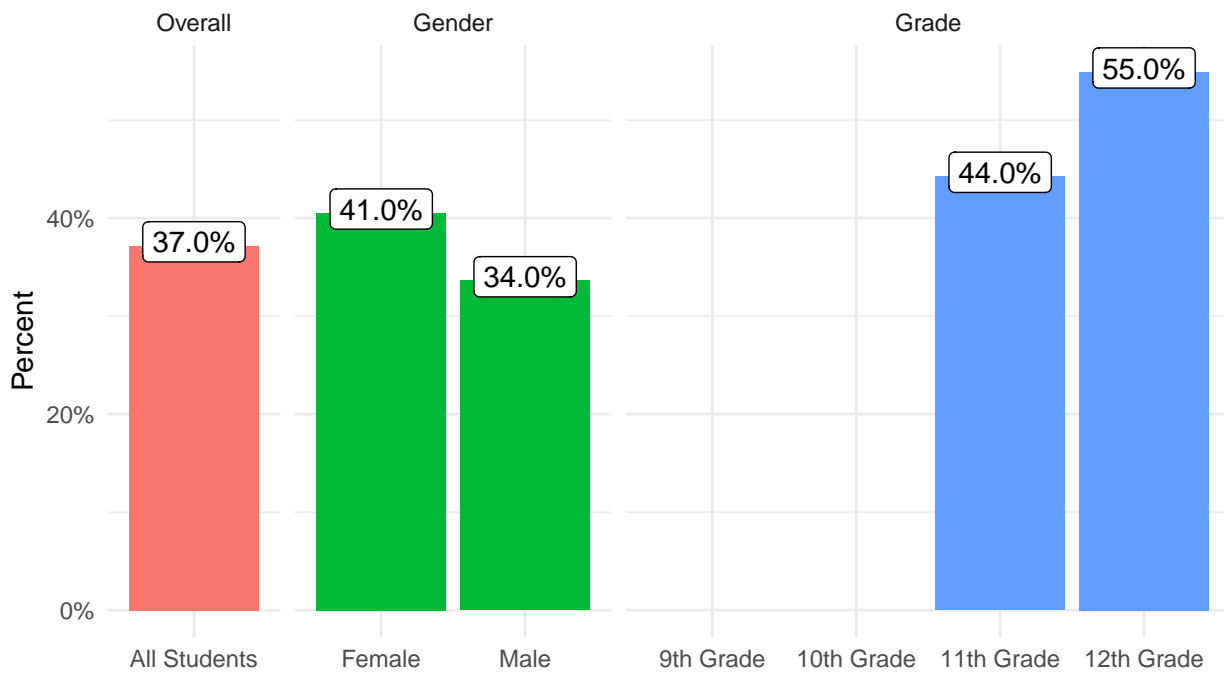
Student drivers who drove after drinking (past 30 days)



Missing bars mean numbers are too small to report

Texting and Driving

Student drivers who texted or e-mailed while driving (past 30 days)

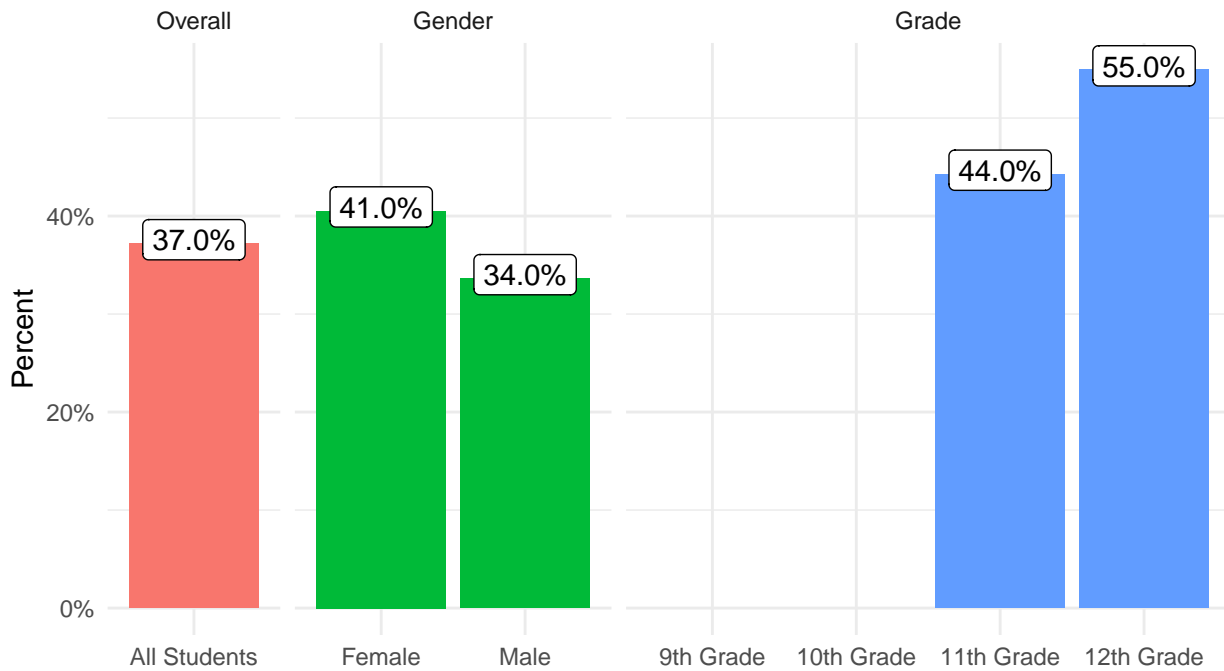


Missing bars mean numbers are too small to report

The chart below is based on a composite measure of student drivers who answered affirmatively to one or both of the questions on driving after drinking or driving while texting.

Drivers Taking Risks

Student drivers who texted and/or drank while driving in the past 30 days



Missing bars mean numbers are too small to report

As passengers, 11% of students rode with a driver who had been drinking.

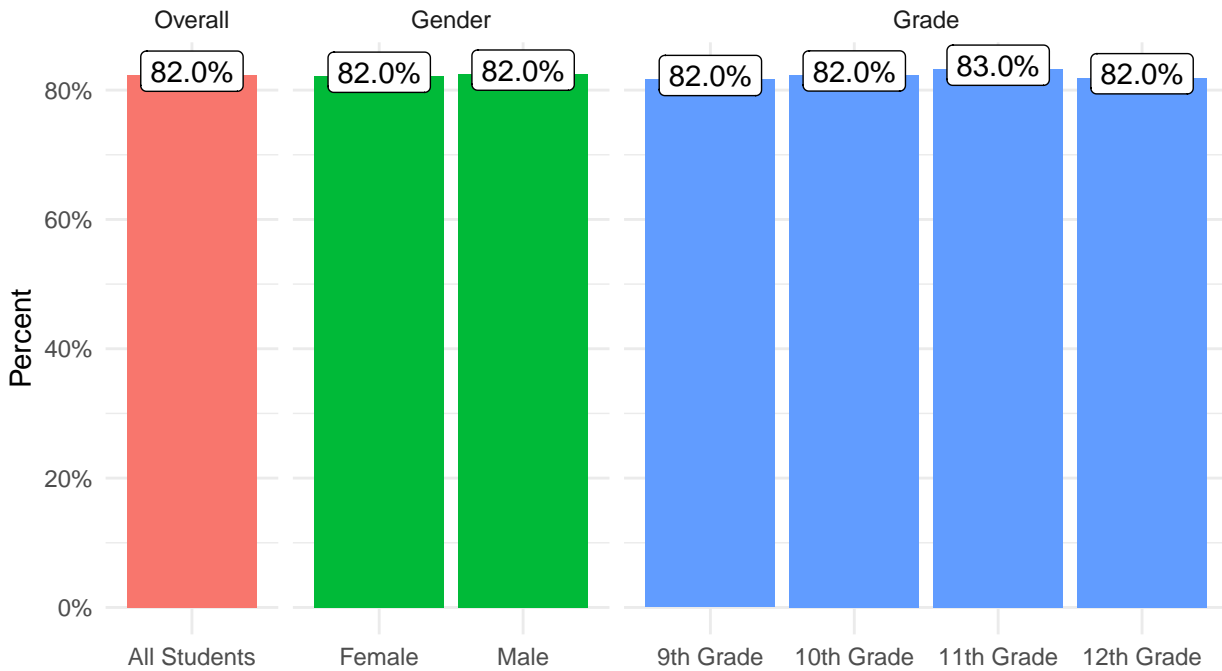
SCHOOL SAFETY

Perceptions of safety

How safe do students feel at school? The charts in this section show students' perceptions of their own physical safety as well as the general issue of violence as a problem at their school.

Feel Safe At School

Students who most of the time or always feel safe at school

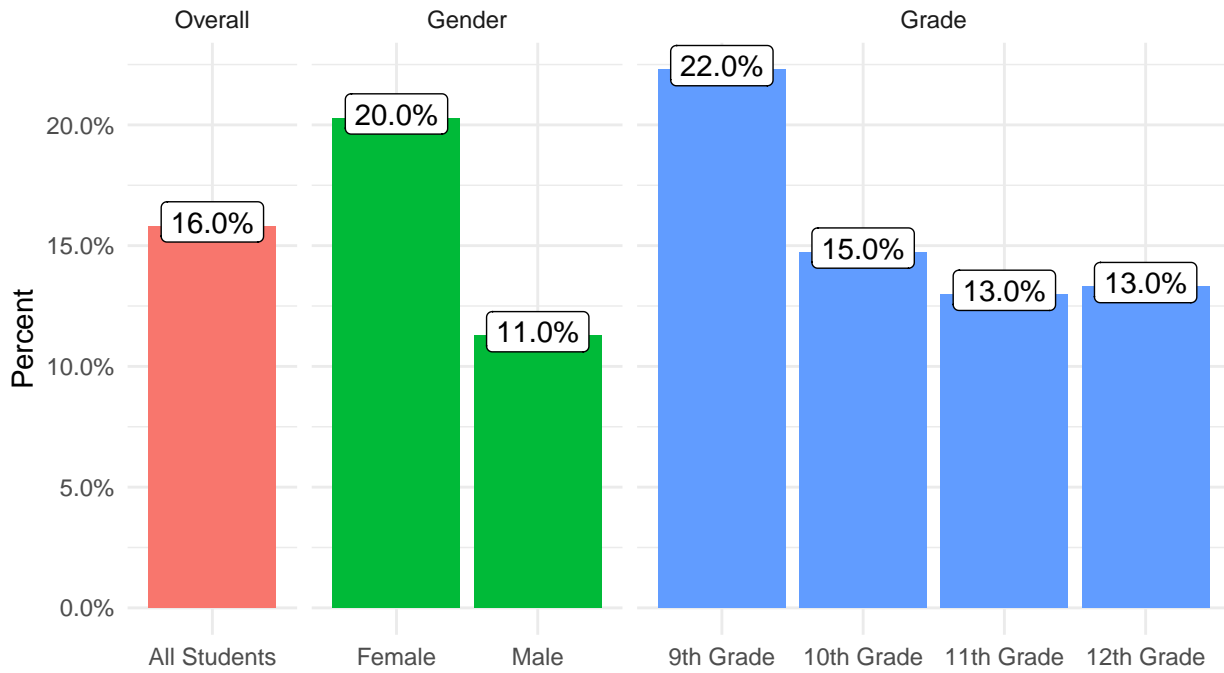


Missing bars mean numbers are too small to report

12% of students said that they rarely or never feel safe at school. Perceptions of safety are often highest among students with higher status and lower among students of color, students with disabilities, and LGBT students. Refer to the question-specific tables to see whether such differences appear to exist in this school.

Think Violence Is A Problem At School

Students who agree or strongly agree that violence is a problem at their school



Missing bars mean numbers are too small to report

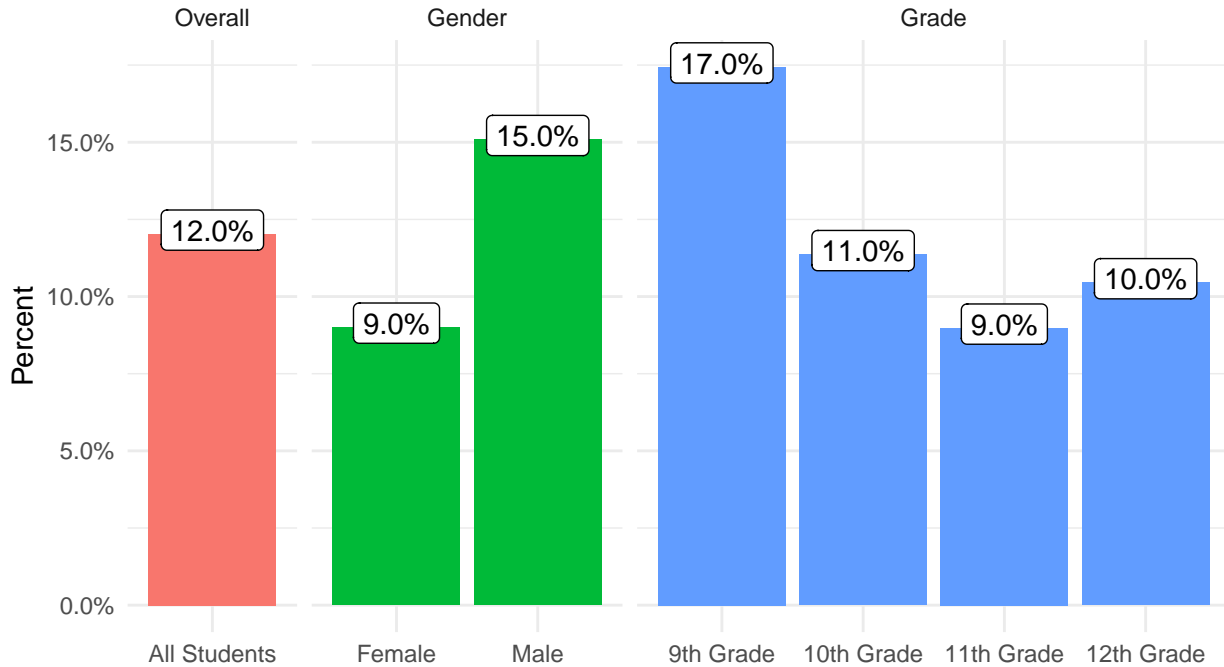
A perceived lack of safety can affect school performance and school attendance. **5%** of students reported missing one or more days of school because of safety concerns either at school or en route to school. To see differences by subgroup, refer to the question-specific tables.

Violence and Weapons At School

Students were asked whether they had experienced violence at school. The chart below shows the percent of students who responded affirmatively to either or both of two YRBS questions: one question about being involved in physical fights at school, and another question about being threatened or injured with a weapon at school. Both questions refer to the past 12 months.

Fights and/or Weapons at School

Students who were in a fight at school and/or threatened with a weapon at school



Missing bars mean numbers are too small to report

12% reported an experience of violence at school within the past 12 months: **8%** had been in a physical fight at school and **5%** had been threatened with a weapon on school property. To see more information on each of these questions, refer to the question-specific tables.

Students were also asked whether they had carried a gun on school property in the past 30 days. **[number too small to report]** said that they had done so one or more times in the past 30 days.

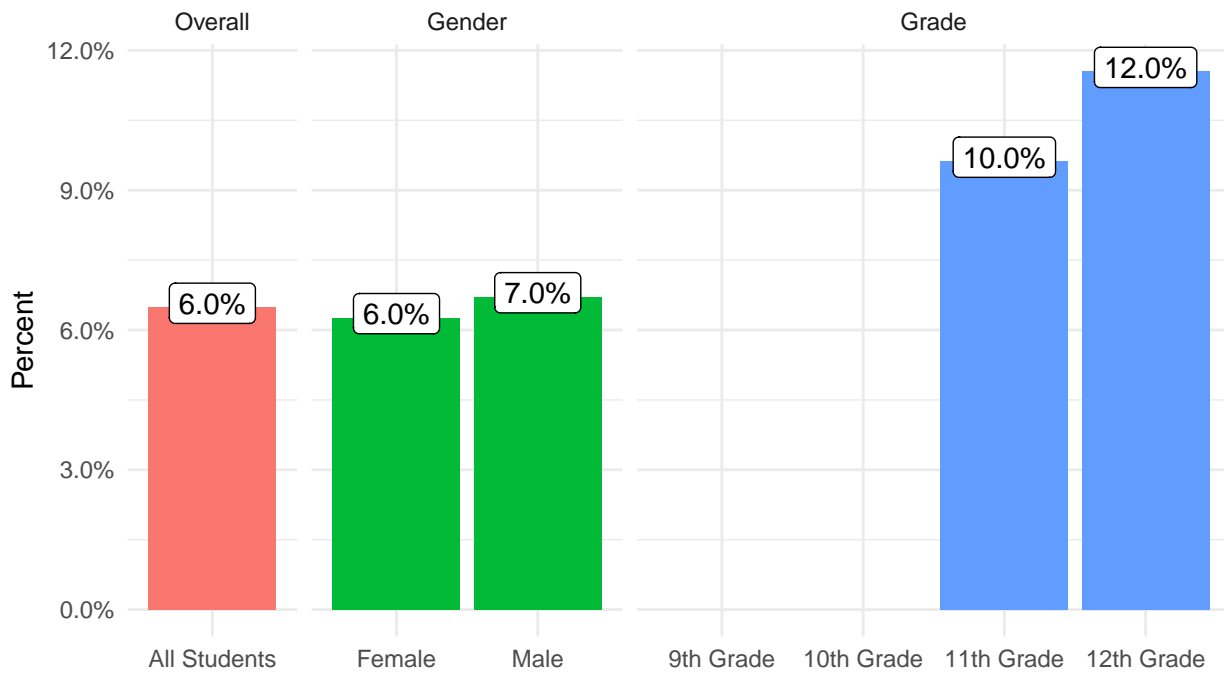
For information and resources on school-based violence prevention, see DPI’s Safe Schools resources: <https://dpi.wi.gov/sspw/safe-schools>.

Drugs at School

The YRBS asks students two questions about drugs at school: whether they had acquired drugs at school during the past 12 months, and whether they had attended school under the influence of drugs or alcohol during the past 12 months.

Drugs At School

Were offered, sold, or given drugs on school property (past 12 months)

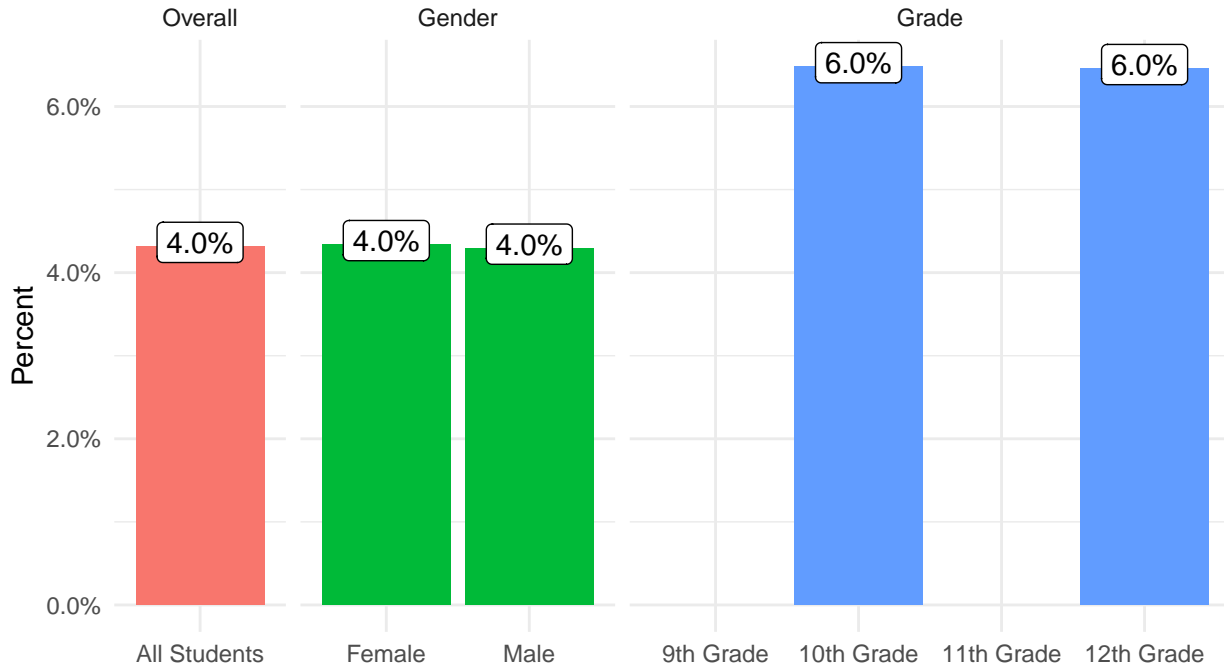


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Drunk at School

Drunk or High At School

Attended school under the influence of alcohol or drugs (past 12 months)



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See DPI's Alcohol and Other Drug Addiction (AODA) webpage for information, tools and resources:
<https://dpi.wi.gov/sspw/aoda>.

SCHOOL CLIMATE

Closely related to school safety is the broader issue of school climate: whether students feel a sense of inclusion and engagement in their school. All YRBS surveys included some questions on school climate, which are reported in this section. Schools that opted for the “School Climate” optional module will find results from those questions at the end of this report.

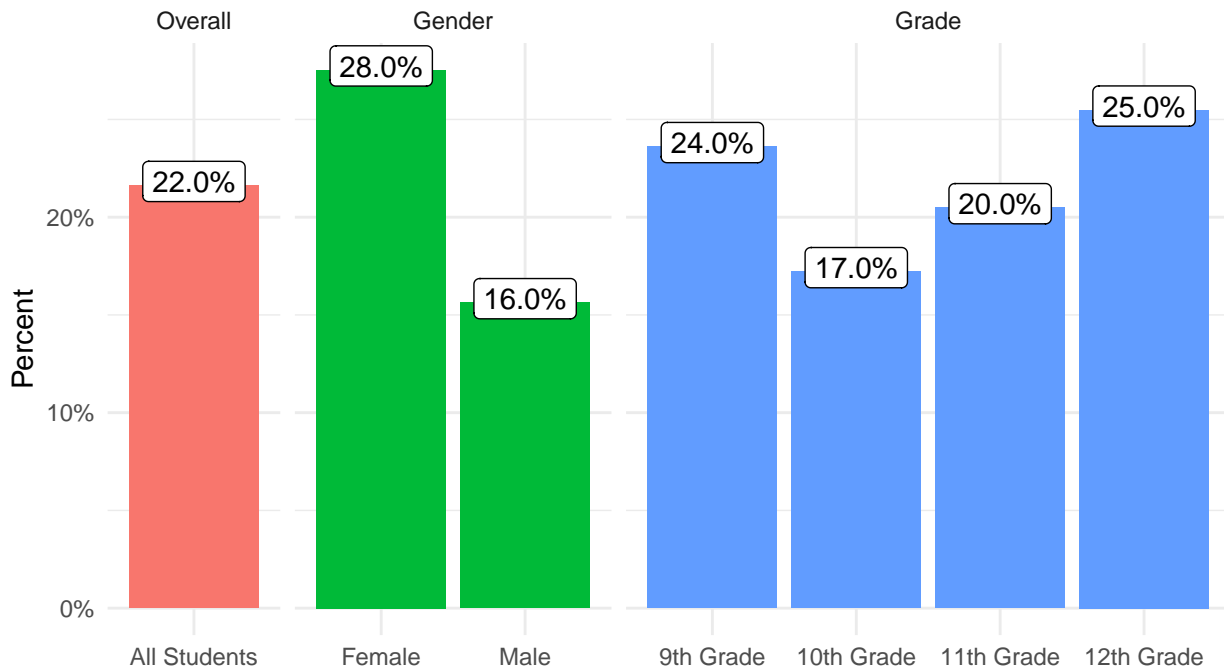
This section covers questions on bullying, belonging, and supportive adults at school.

Bullying

Students were asked three questions on bullying: whether they have been bullied at school in the past 12 months, whether bullying is a problem at school, and whether they have been electronically bullied (at school or elsewhere) during the past 12 months. The questions do not ask about the frequency or intensity of the bullying; only whether or not it had occurred.

Bullied At School

Students who experienced bullying at school during the past 12 months

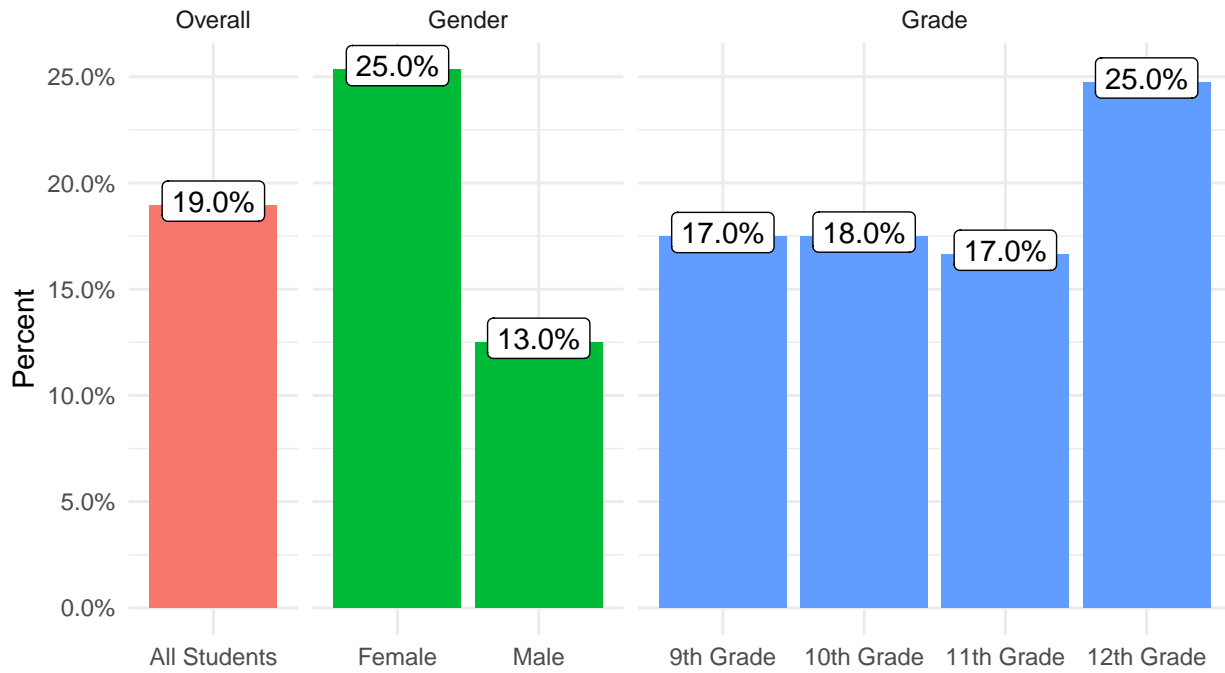


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Oftentimes students who are bullied at school are also bullied online.

Bullied Online

Students who were electronically bullied (past 12 months)



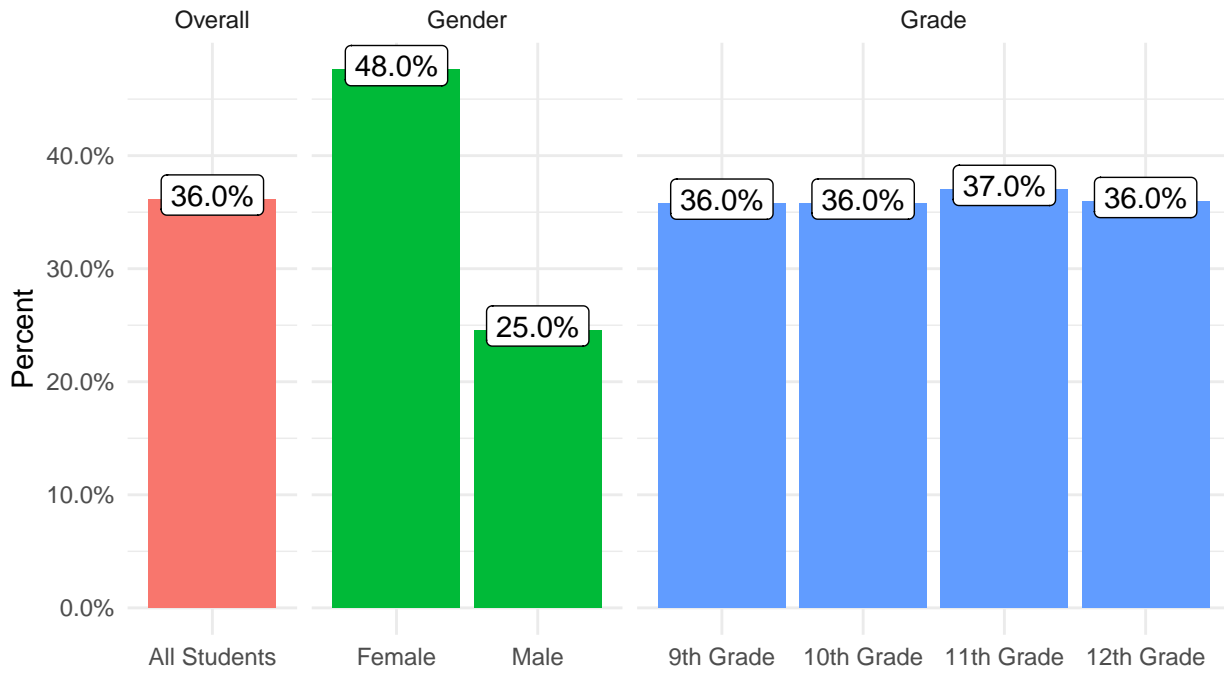
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Overall, **28%** experienced bullying either at school, online, or in both forms.

Regardless of whether or not they themselves have been bullied, students may have perceptions of how pervasive and harmful bullying is at their school. Overall, **36%** of students agreed or strongly agreed that bullying was a problem at their school.

Bullying Is A Problem

Students who agree or strongly agree that bullying is a problem at their school



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See DPI's Bullying Prevention webpage for information and resources on bullying prevention: <https://dpi.wi.gov/sspw/safe-schools/bullying-prevention>.

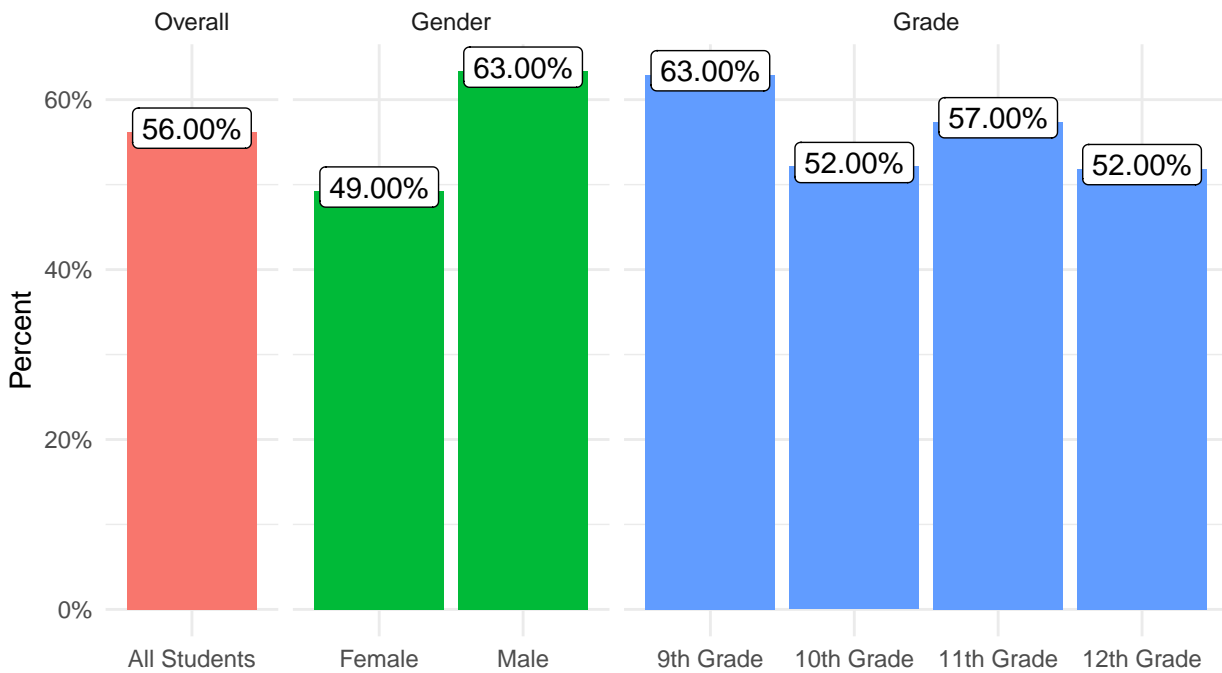
School Connectedness

Students who feel connected, included, and engaged at school generally do better academically and socially. Strong school connectedness can also buffer young people against anxiety, depression, and peer pressure.

The chart below shows how students responded to a question asking them to what extent they “feel like [they] belong at this school”.

Feel Like They Belong At School

Students who agree or strongly agree that they belong at school



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Conversely, **17%** of students responded that they did *not* feel like they belonged at their school (e.g., either disagreed or strongly disagreed with the statement), while some students indicated that they were “not sure”.

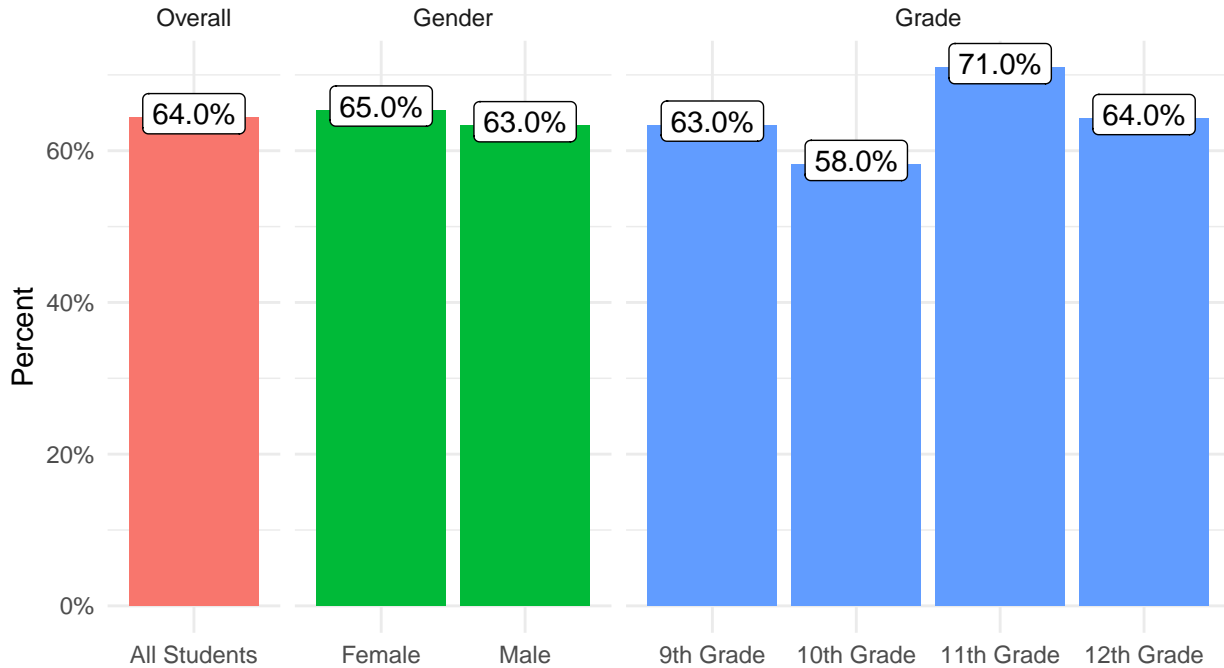
The section on “Protective Factors” provides additional information on school belonging. Similarly, the section on “Higher Risk Populations At A Glance” shows how this sense of belonging breaks down for different groups of students.

While higher risk groups often report a lower sense of belonging, teachers, administrators, and classmates within a school can have a tremendous impact on how included or excluded such students feel.

One thing that can make a significant, positive difference for students’ school experience is whether or not they have at least one trusted adult at school. The chart below shows results for this question.

Have a Teacher They Can Confide In

Students who have at least one teacher or other adult at school to talk to



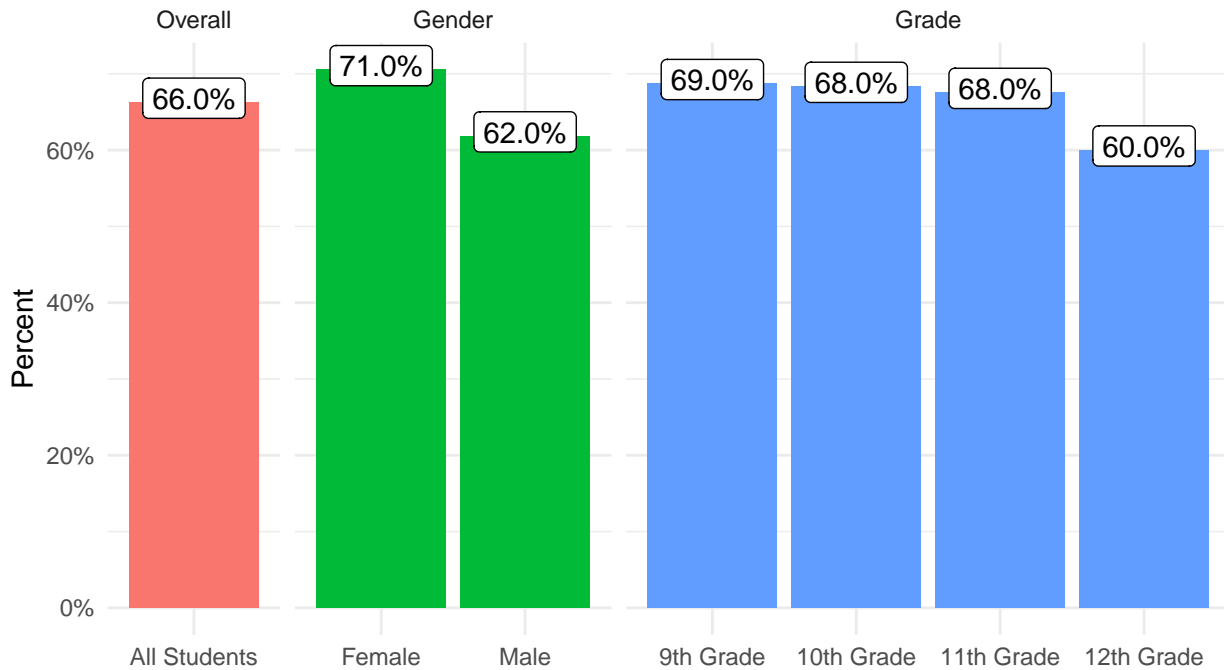
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Conversely, **19%** of students said that they did not have a teacher or other adult at the school with whom they could talk about a problem. Schools can make special efforts to connect staff with those students who may feel more isolated or marginalized.

Extracurricular activities can play a key part in students' sense of school connectedness and make them more likely to graduate. The YRBS asks students how many hours per week they participate in "school activities, such as sports, band, drama, or clubs". The chart below shows students who indicated that they spent any time during a typical week participating in such activities.

Extracurriculars

Students who participate in school activities, teams, or clubs



Missing bars mean numbers are too small to report

Research indicates that:

- Being engaged in sports, drama, or other extracurricular activities can play a positive role in students’ mental and physical health, as well as academic outcomes.
- At the same time, such activities are often out of reach for students with the greatest needs. Students from economic disadvantage, as well as those with trauma, face greater barriers to such participation.

Schools can help by removing even minor economic barriers to participation (such as fees or gifts that students are asked to provide teammates before games), actively recruiting less-involved students, and trying to learn more about other reasons for non-participation. For more information, see the works by Putnam and Paluch et al. in the selected references section.

MENTAL HEALTH AND WELLBEING

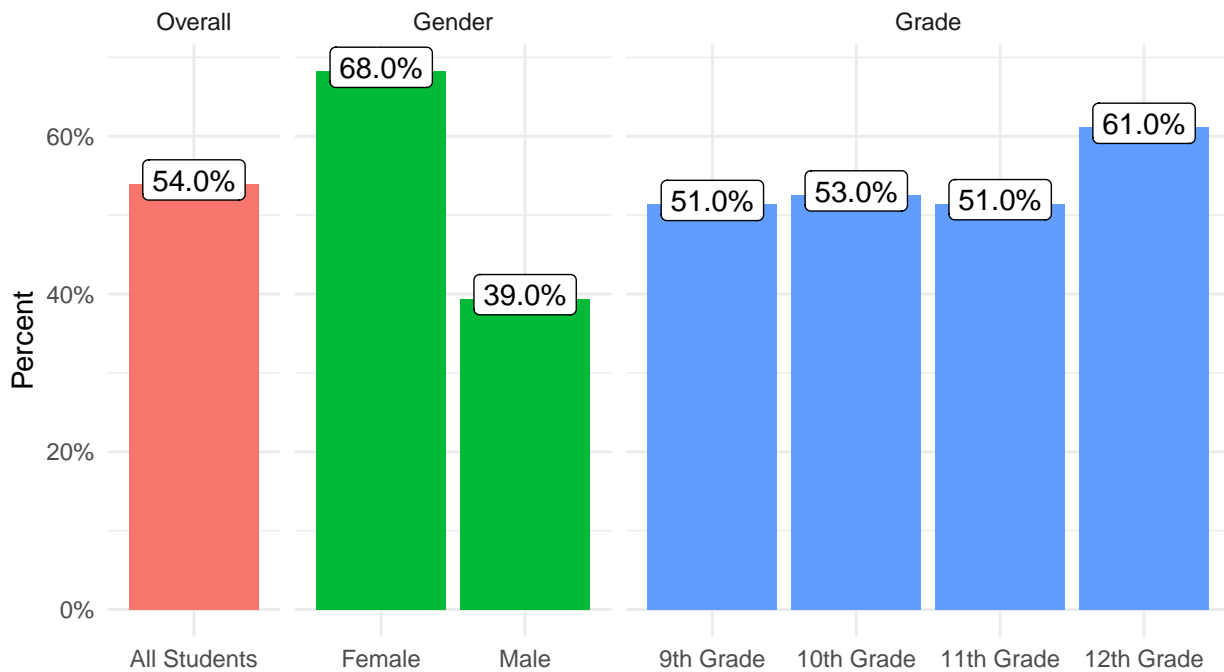
Students were asked about their mental wellbeing over the past year, as well as any experiences harming themselves or considering or attempting suicide.

Anxiety, Depression and Self-Harm

Students were asked two questions about whether they had experienced “significant problems” due to anxiety or prolonged sadness. A description was also provided. They were not asked whether they had a mental health diagnosis. Students were also asked about non-suicidal self-harm.

Self-Reported Anxiety

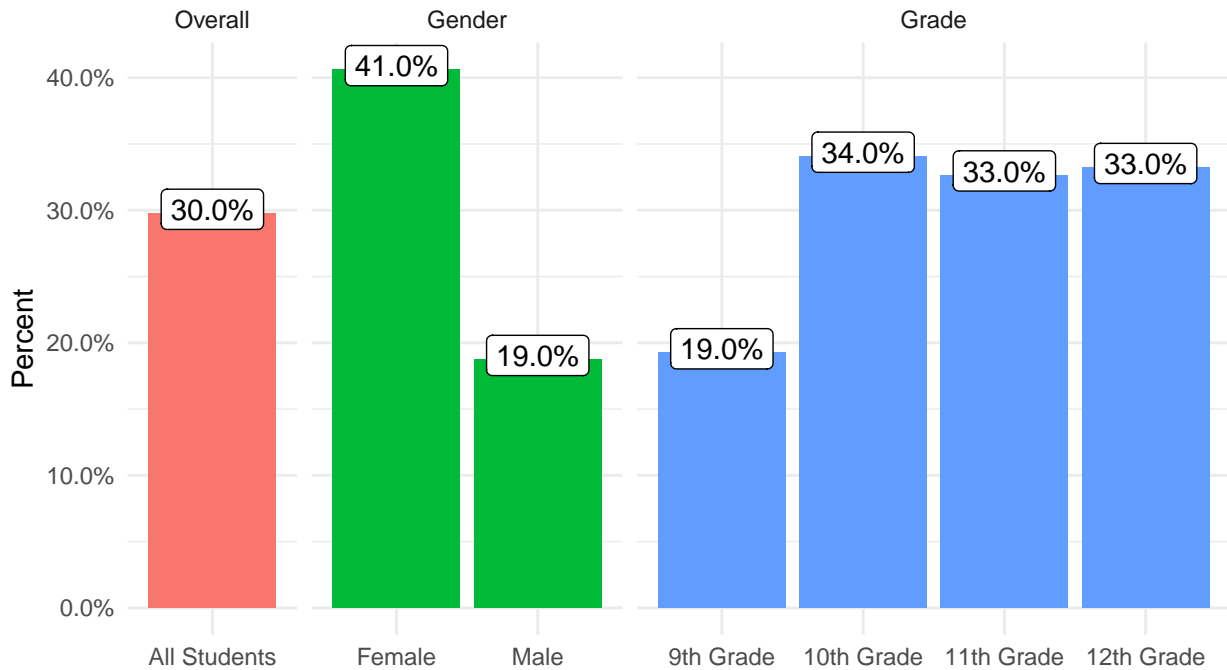
Students who had experienced significant problems with anxiety (past 12 months)



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Self-Reported Depression

Students who experienced prolonged, disruptive sadness (past 12 months)



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The question on self-reported depression asked whether students had felt “so sad or hopeless almost every day for two weeks or more in a row that [they] stopped doing some usual activities” within the past 12 months.

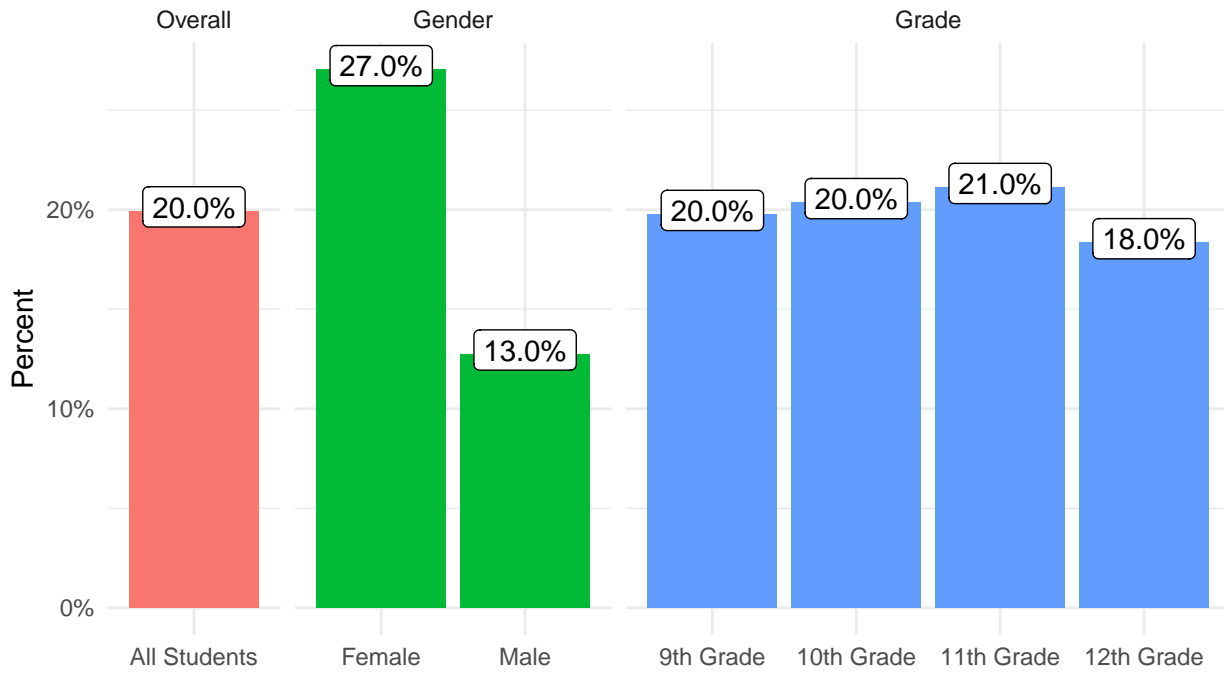
In general, self-reported rates of anxiety and depression were higher for students who:

- had a low sense of school belonging
- had experienced bullying, violence or trauma
- had low grades
- had anything else that set them apart from their peers, including race, class, sexual orientation and disability

Specific rates for subgroups can be found in the “Higher Risk Populations At A Glance” section and in the question-specific tables at the end of this report.

Self-Harm

Students who intentionally self-harmed without intending to die (past 12 months)



Missing bars mean numbers are too small to report

Students also reported on whether or not they had engaged in non-suicidal self-harming practices during the past year. **20%** of students reported having engaged in a self-harming practice at least once.

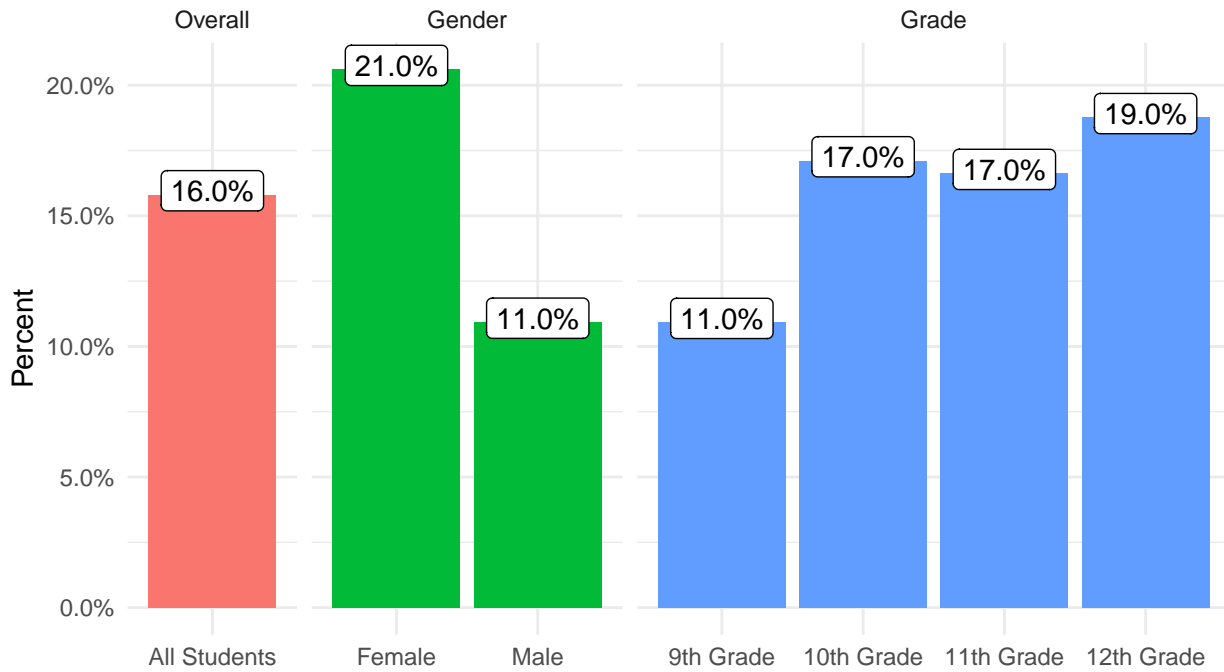
Overall, **58%** answered affirmatively to at least one of the questions about anxiety, depression, or self-harm.

Suicidal Thoughts and Behavior

In recent years, youth suicides and suicidal ideation have been on the rise (see e.g. Ruch et al.). The YRBS asks students whether they have seriously considered, planned, and attempted suicide. It also asks whether students received medical care as the result of a suicide attempt.

Considered Suicide

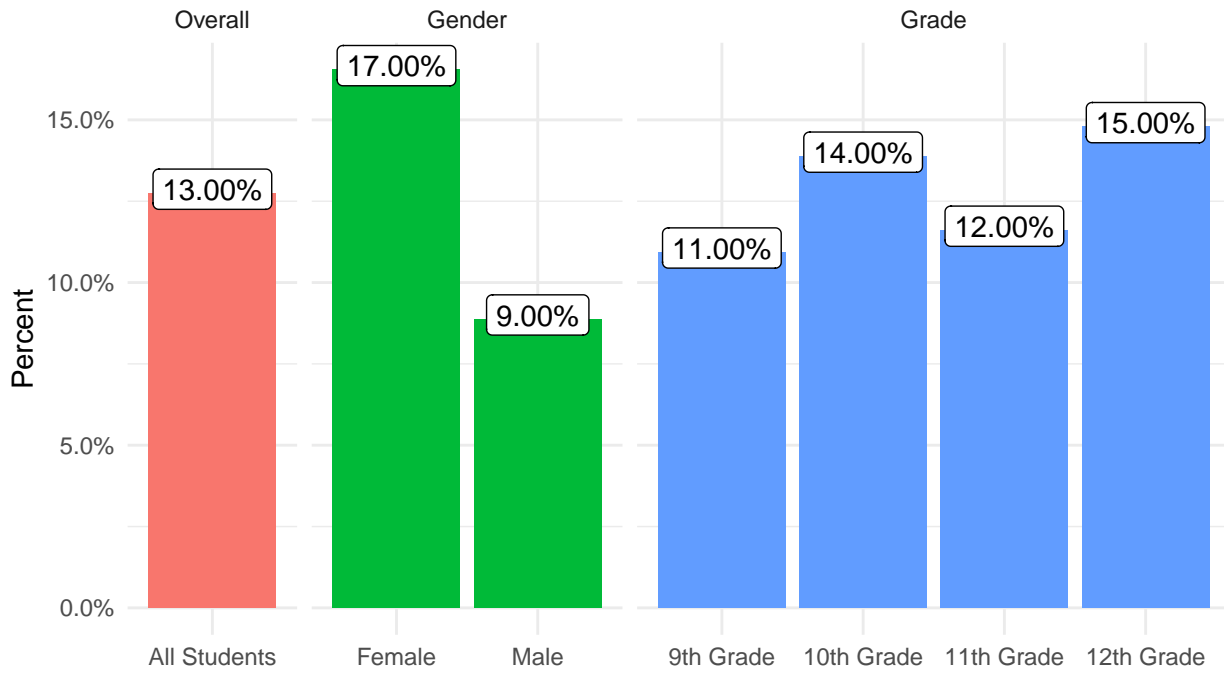
Students who seriously considered suicide (past 12 months)



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Had a Suicide Plan

Students who made a plan for a suicide attempt (past 12 months)



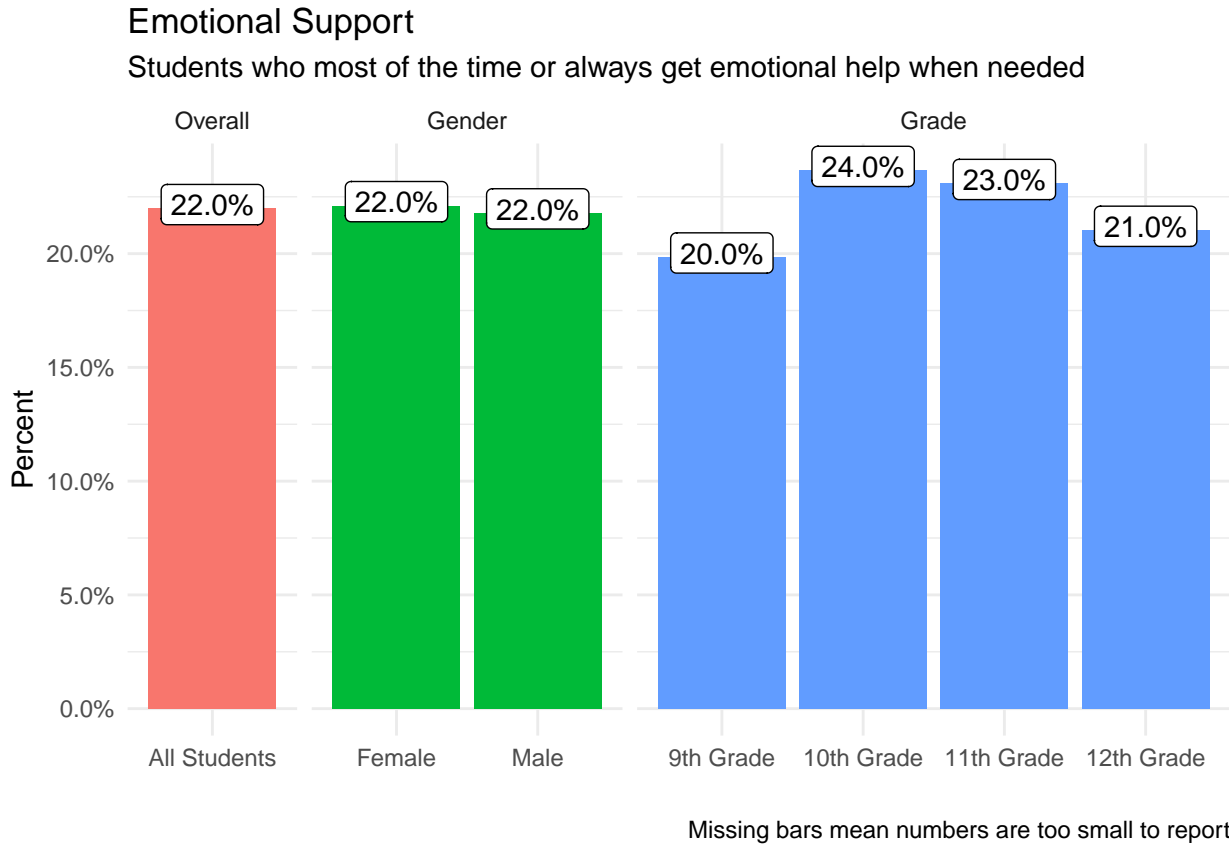
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As the chart above notes, **13%** of students have made a plan about how they would attempt suicide. Similarly, **7%** of students have attempted suicide. See the appendix for more detailed tables on suicidal planning and attempts.

DPI offers schools a number of resources for suicide prevention and postvention, including trainings and curricula. Suicide prevention resources are available at: <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention>

Help-seeking and Supports

Students were asked general questions about access to emotional supports. The questions were not specific to suicide or any mental health condition. The chart below shows the percentage of students who agreed that they “get the help they need” when they are in emotional distress.



Conversely, **53%** of students said that they rarely or never get the help they need.

Students were also asked whom they rely on for emotional support through the following question: “When you feel sad, empty, hopeless, angry, or anxious, with whom would you most likely talk about it?” Students could only pick one response, so selections may represent students’ most frequent or otherwise primary (but not necessarily exclusive) source of support.

Who Do Students Turn To For Emotional Support?

ADULT (parent, teacher or other adult): **30%**

PEER (friend or sibling): **51%**

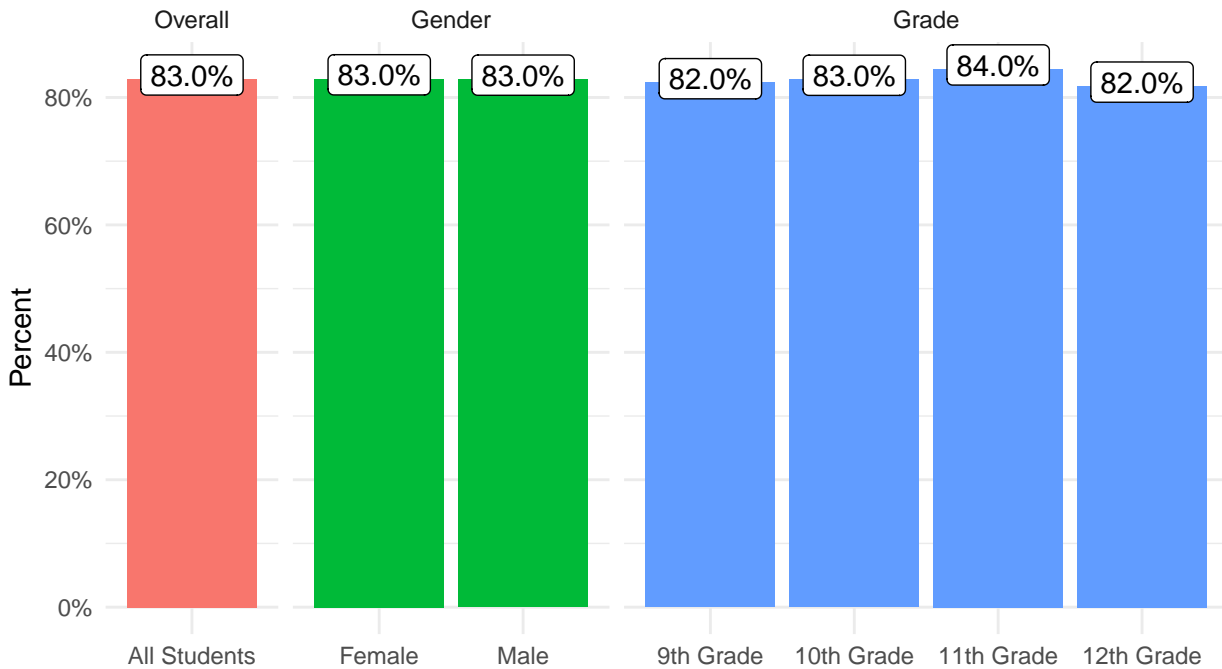
NOT SURE: **18%**

Peers are often an important source of support for students. Peer-based programs seek to leverage this natural support by helping young people help one another. Evidence-based, peer-supported programs in suicide prevention, bullying prevention, and other areas can be an important tool for schools and communities.

Supportive adults are a vital resource in a young person’s life. Parents are a primary source of support for many young people. Having other supportive adults is also important. Students were asked how many adults besides their parents they could speak with about an important question affecting their life. The chart below shows students who had at least one such adult.

Have a Supportive Adult

Students who could turn to at least one adult besides parents



Missing bars mean numbers are too small to report

Regardless of whether students actually use such adults as a frequent source of support, the mere presence of such adults in a young person’s life is an important protective factor. For more information on this question, see the “Protective Factors” section.

SEXUAL BEHAVIOR

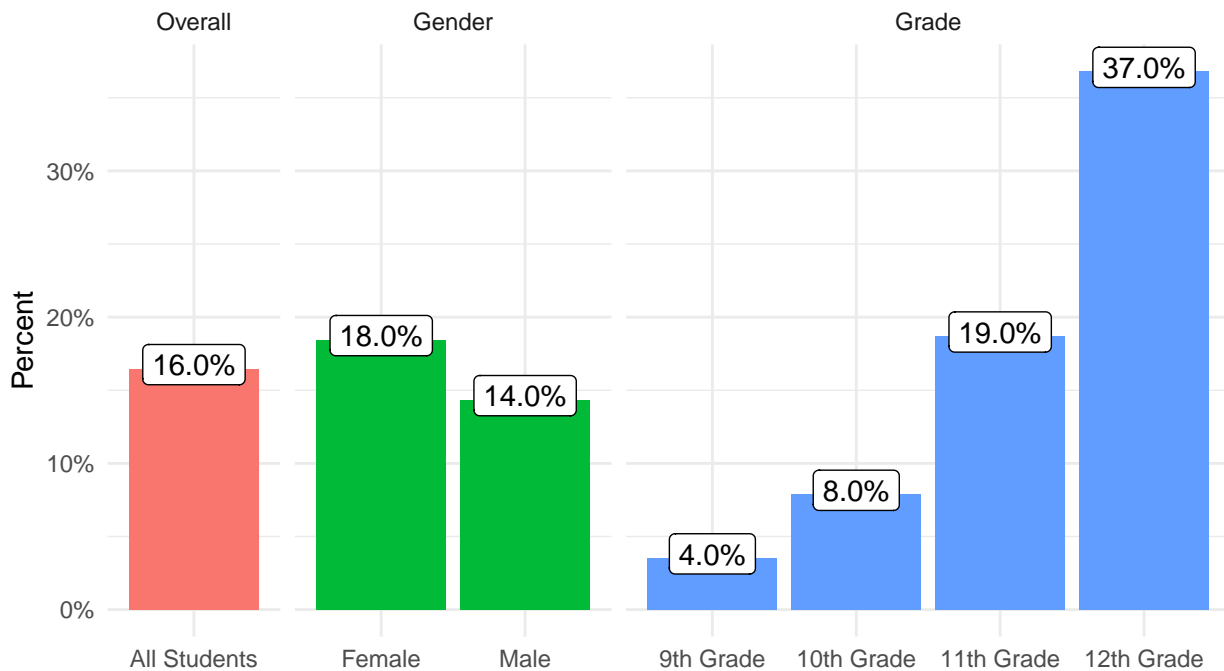
The YRBS includes questions on sexual behavior that can be used to inform public health initiatives and/or school health practices. This section covers prevalence of sexual activity and use of prevention practices. The question on sexting appears in the section on Technology Use and Online Behaviors.

Prevalence

The YRBS asks about current and lifetime sexual activity by asking whether students engage in “sexual intercourse”. The term itself is not defined for students. **16%** of students have ever had sexual intercourse, and **4%** are currently sexually active.

Ever Had Sex

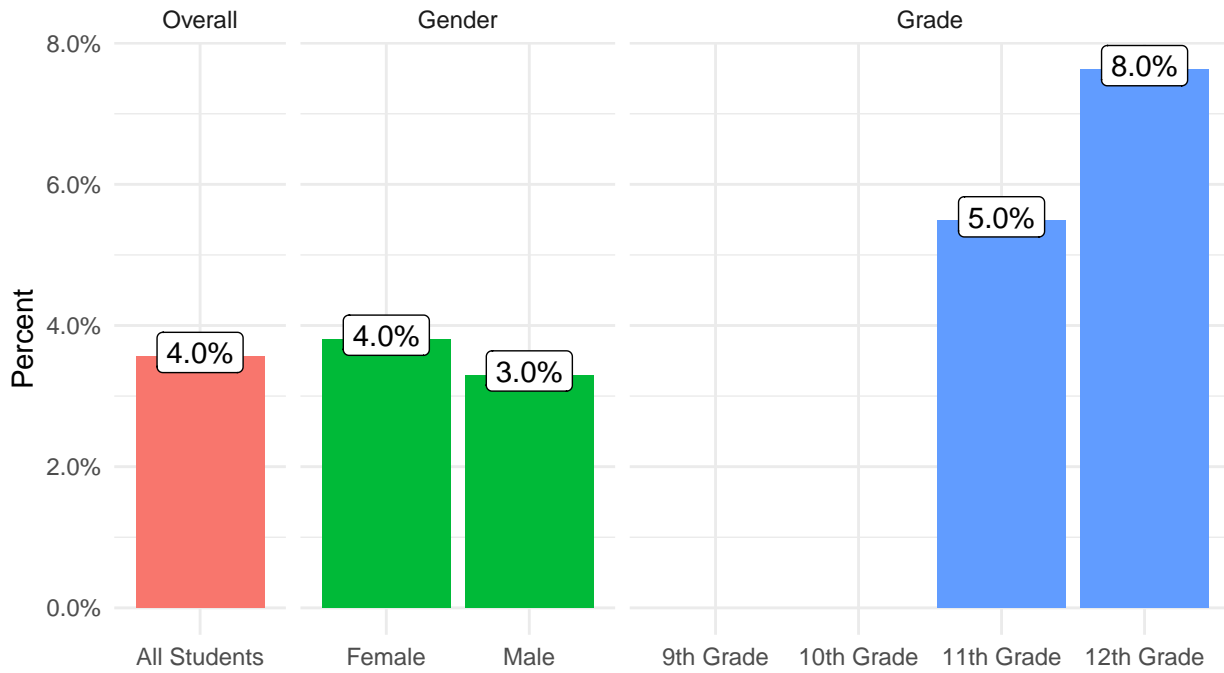
Percent of students who have ever had sexual intercourse



Missing bars mean numbers are too small to report

Currently Sexually Active

Percent of students who had sexual intercourse in the past 3 months



Missing bars mean numbers are too small to report

Prevention of Pregnancy and Sexually Transmitted Infections (STI)

Among sexually active students, **53%** used a condom during their last sexual intercourse. **8%** of sexually active students used no birth control method during their last sexual intercourse. For more information, see the question-specific tables at the end of this report.

TOBACCO

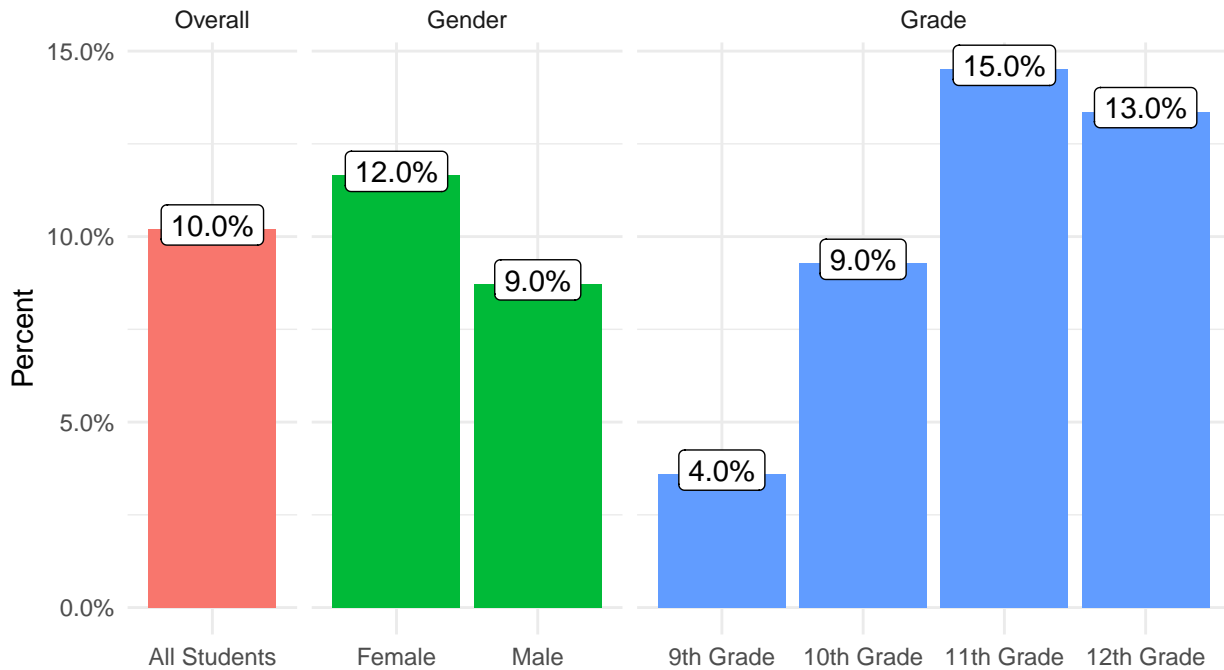
The YRBS asks about both traditional tobacco products and electronic tobacco products. (Schools that opted for the Drug Free Communities Optional Module or the Youth Tobacco Survey Optional Module will find those results at the end of this report.)

Vaping

Questions about electronic tobacco were first added to Wisconsin’s state YRBS in 2017. The 2021 survey continued to ask about current and lifetime use of electronic vapor products, such as JUUL.

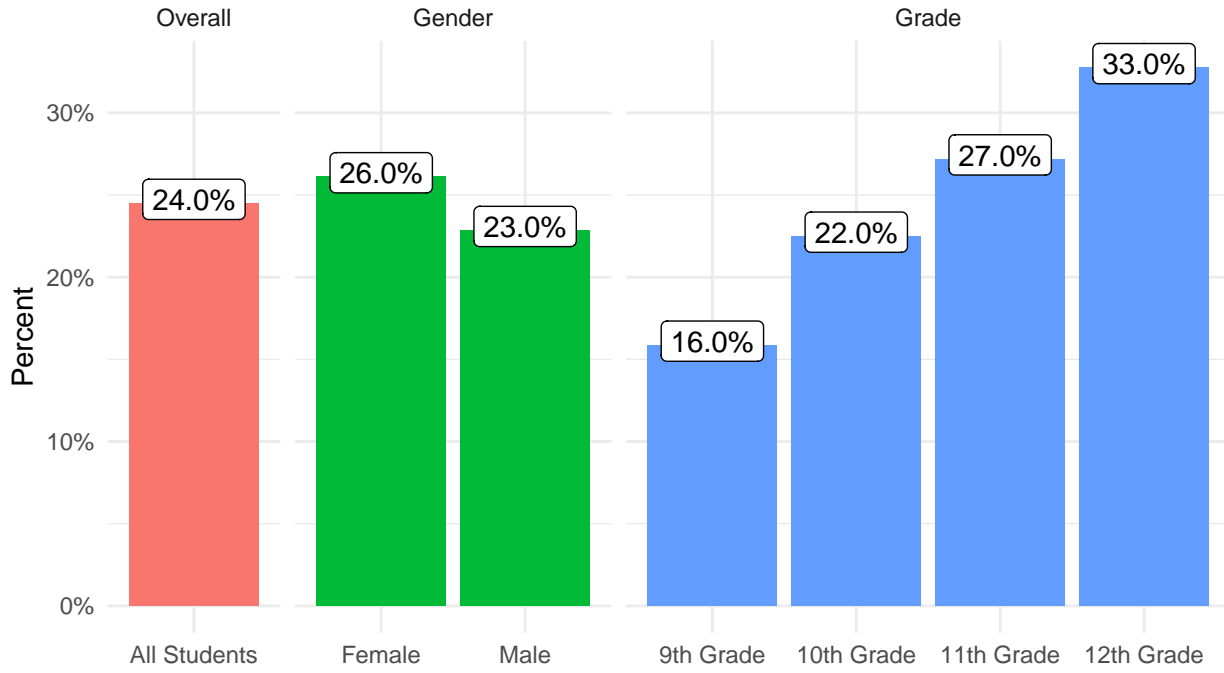
Currently Vape

Students who used vaping products (past 30 days)



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Ever Tried Vaping Students who have ever tried vaping



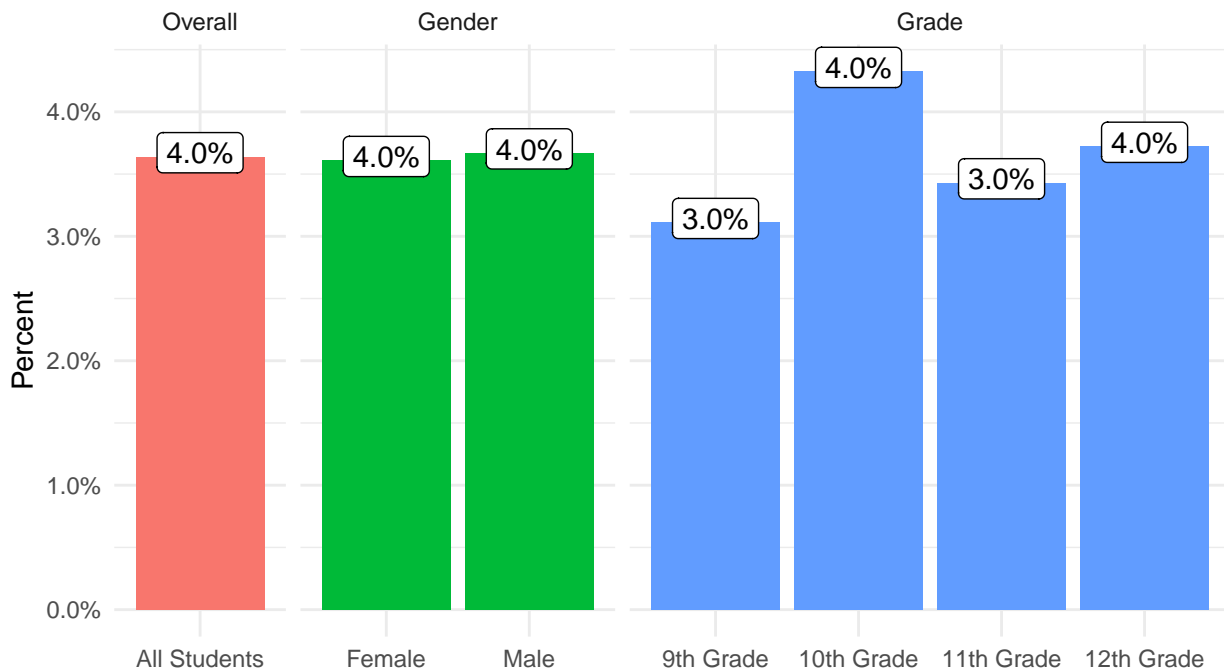
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Other Tobacco Products

Students were asked about a number of other tobacco products, including cigarettes, cigars, and chew or other smokeless tobacco products. The chart below shows the percent of students who responded affirmatively to any of these questions about traditional tobacco products.

Use of Any Other Tobacco Products

Students who have used cigarettes, chew, cigars or cigarillos in the past 30 days



Missing bars mean numbers are too small to report

The overall 30-day use rates for specific tobacco products were as follows:

Chew/smokeless tobacco: 1%

Cigars, cigarillos, little cigars: 1%

Cigarettes: 3%

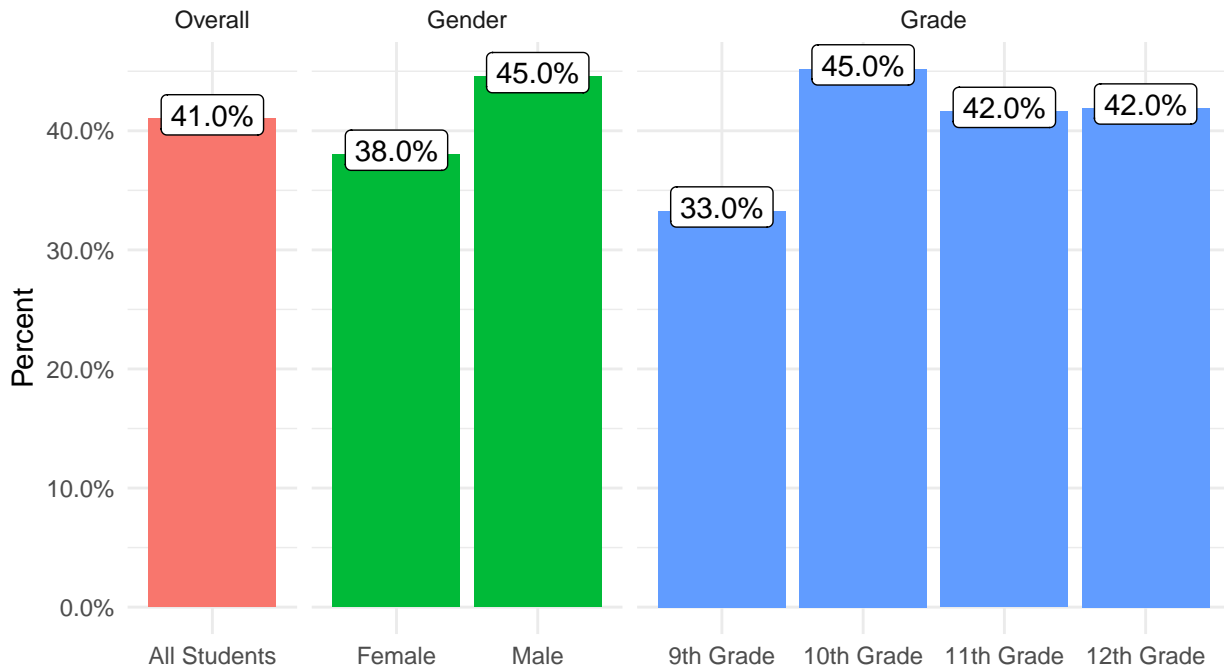
For more information on the rates of use for each of these products, see the question-specific tables at the end of this report.

Tobacco Cessation

Students were asked whether they had tried to quit using any tobacco products, including electronic tobacco products.

Quitting

Percentage of vapers or other tobacco users who tried to quit (past 12 months)



Missing bars mean numbers are too small to report

ALCOHOL

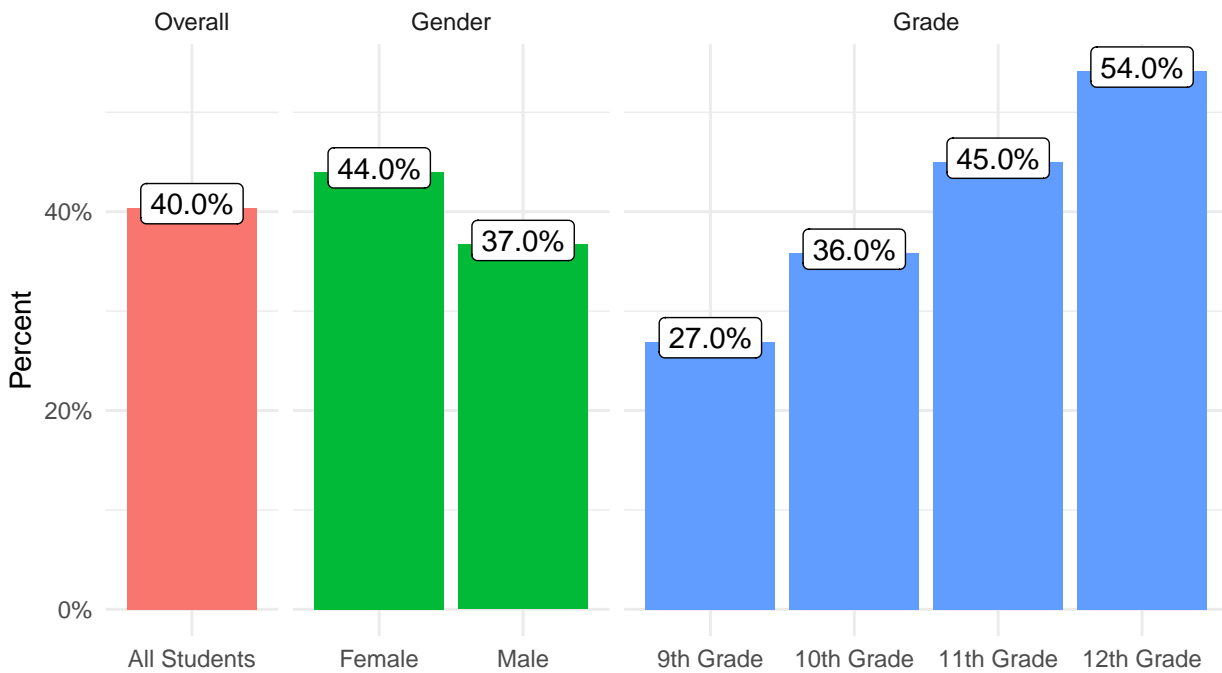
The YRBS contains several questions related to alcohol use. The questions on current use (past 30 days) and lifetime use ask students about consumption of “at least one drink of alcohol”.

(Schools that opted for the Drug Free Communities Optional Module will find those alcohol-related questions at the end of this report.)

Any Use

Ever Drank

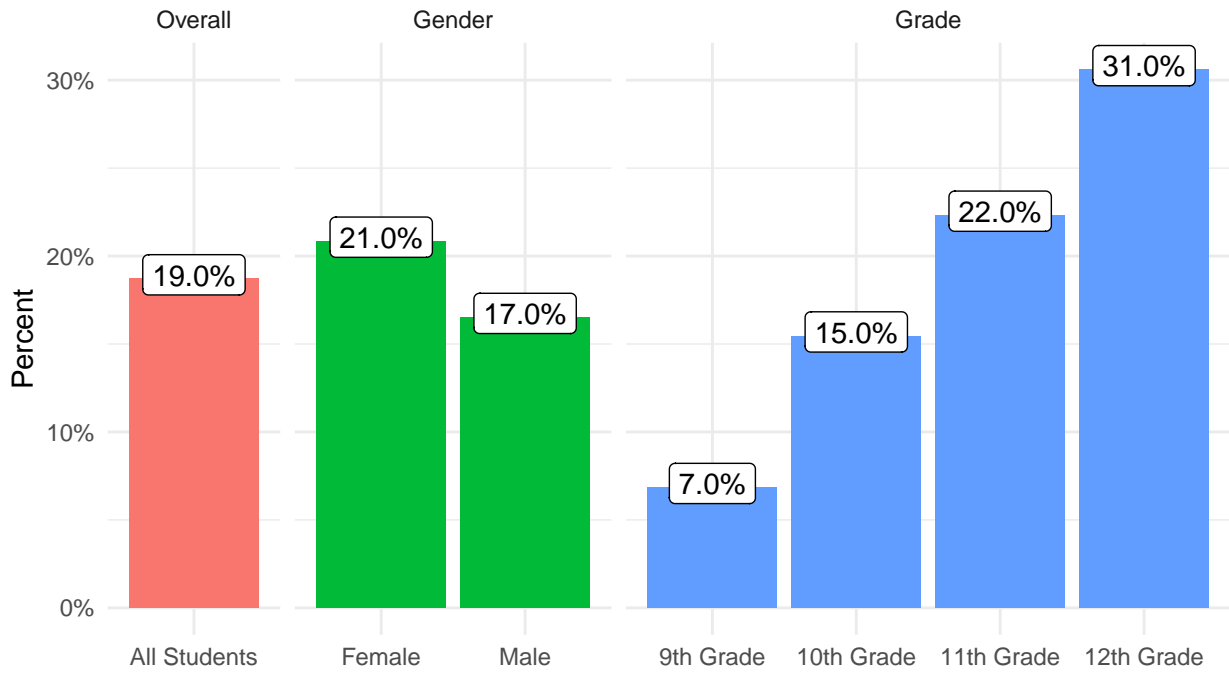
Students who have ever had an alcoholic beverage



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Current Use of Alcohol

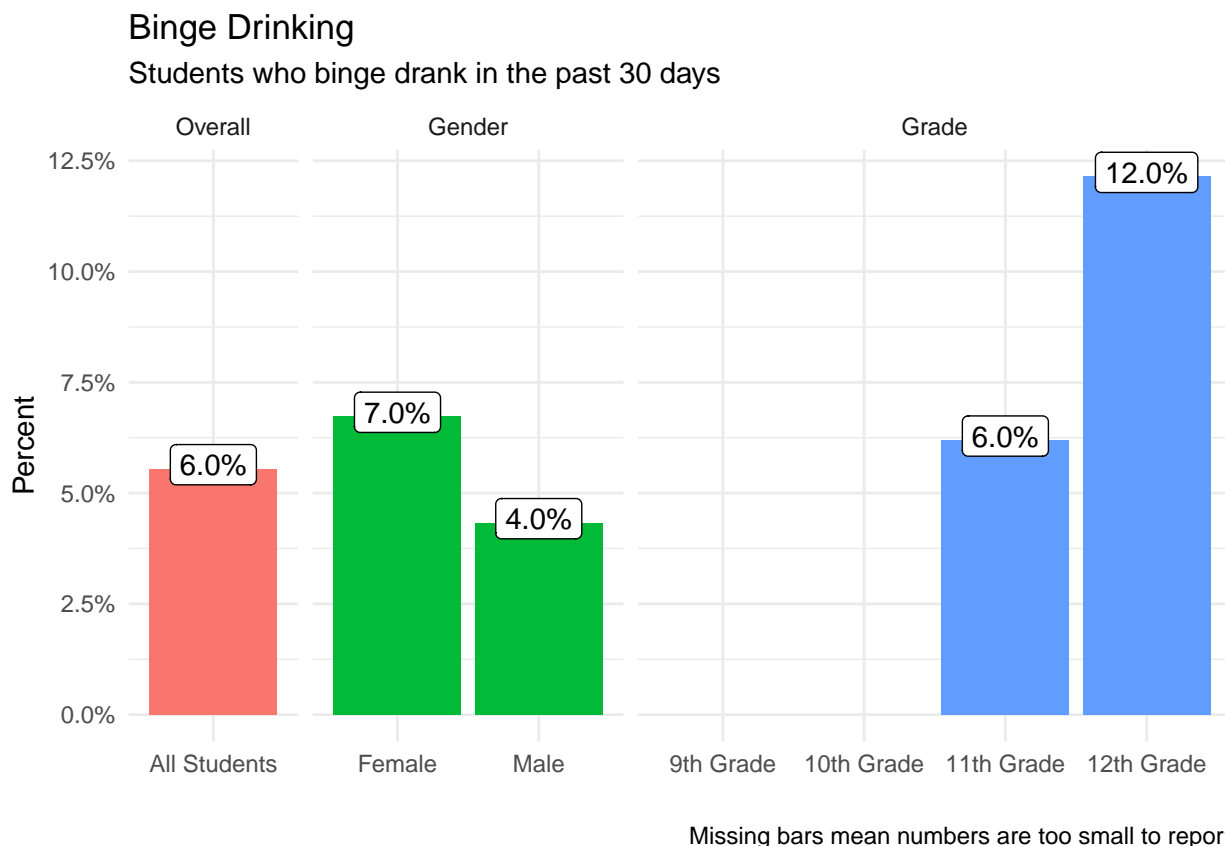
Students who had at least one drink (past 30 days)



Missing bars mean numbers are too small to report

Binge Drinking

The YRBS asks students to report the largest number of drinks they consumed in the span of a couple of hours during the past 30 days. Females who report four or more drinks and males who report five or more drinks are counted as having engaged in binge drinking.



The chart above shows binge drinking **among all students**. However, since not all students drink, sometimes it’s also helpful to know what percent of student **drinkers** engaged in binge drinking. Among students who drank, **30%** had engaged in binge drinking. This contrasts with the 6% of all students who binge drank, which appears in the chart above.

Among students who drank, **32%** had their first drink before age 13. In general, such students are also more likely to report indicators of trauma, violence, or abuse. A trauma-informed lens is advised when working with students with early alcohol or drug use.

See DPI’s Alcohol and Other Drug Addiction (AODA) webpage for information, tools and resources: <https://dpi.wi.gov/sspw/aoda>.

DRUG USE

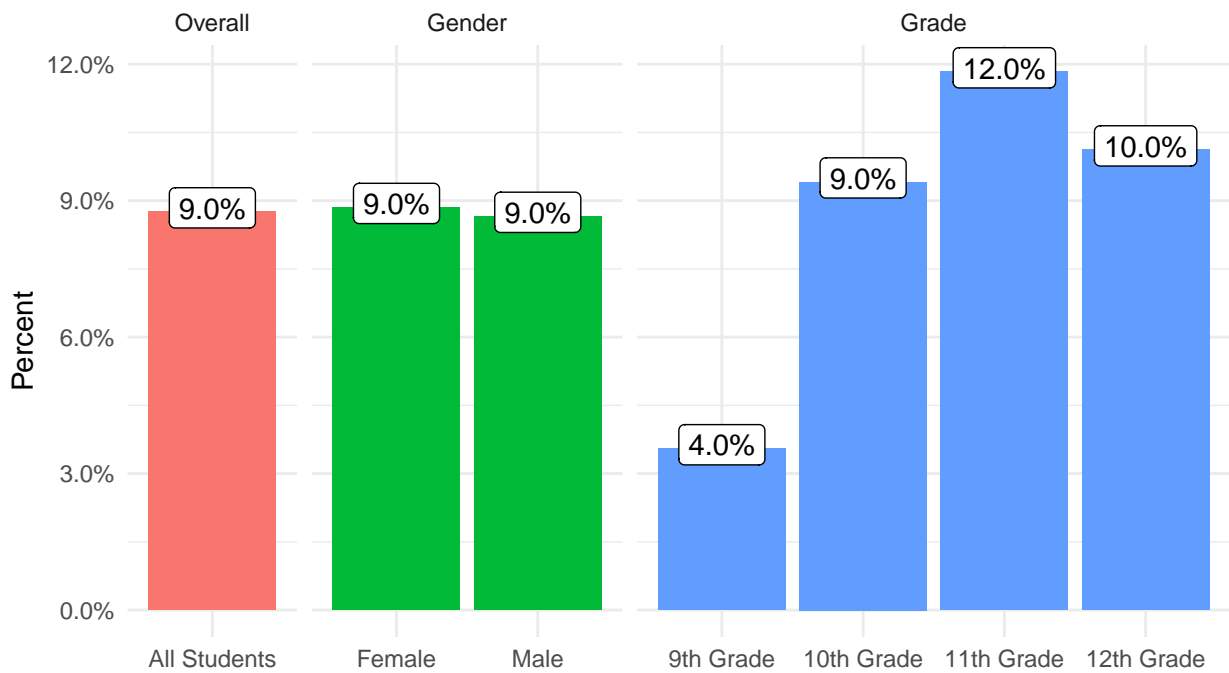
The YRBS asks students about use of illegal drugs as well as abuse of legal drugs. (Schools that opted for the Drug Free Communities Optional Module will find those questions at the end of this report.)

Marijuana

Students were asked about current use of marijuana, lifetime use, and age of initiation.

Current Marijuana Use

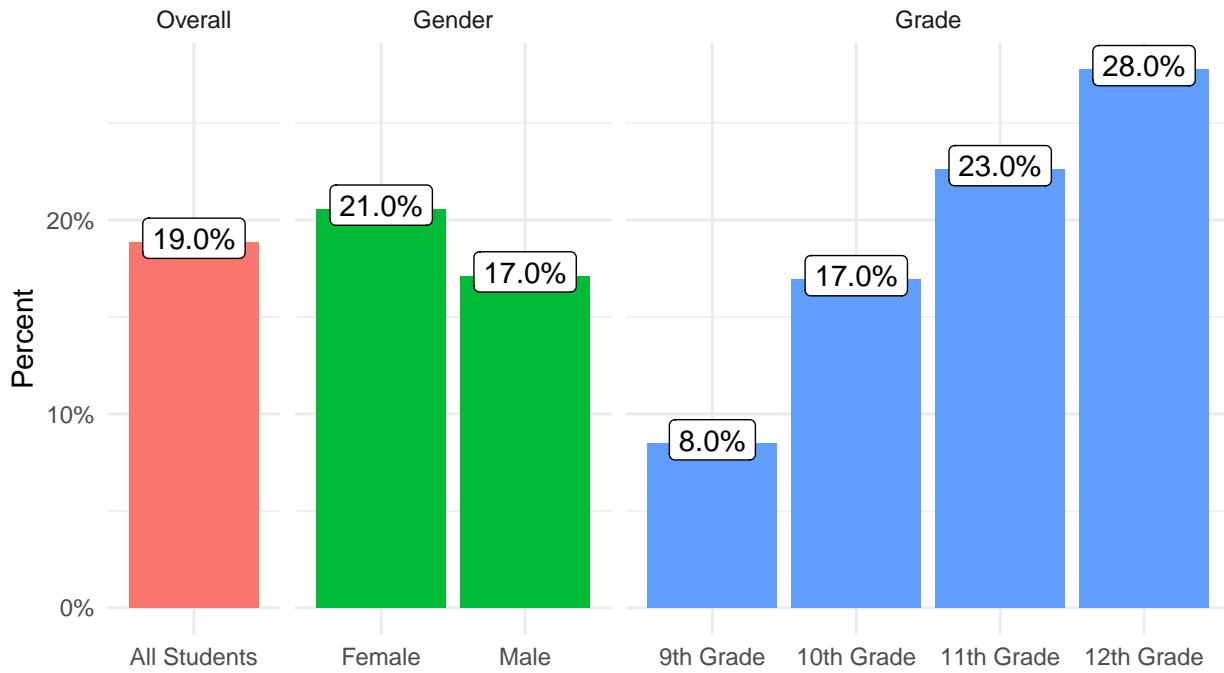
Students who have used marijuana in the past 30 days



Missing bars mean numbers are too small to report

Ever Used Marijuana

Students who have ever used marijuana



Missing bars mean numbers are too small to report

Among students who used marijuana, **8%** started using before age 13. In general, such students are also more likely to report indicators of trauma, violence, or abuse. A trauma-informed lens is advised when working with students with early alcohol or drug use.

Other Illegal Drugs

Recently added to the YRBS in 2019 and continued in 2021, questions about use of heroin and methamphetamines in the past 12 months, as well as lifetime use of any illegal drug besides marijuana were asked of students.

USE OF OTHER ILLEGAL DRUGS Heroin in the past 12 months: [**number too small to report**]

Methamphetamines in the past 12 months: [**number too small to report**]

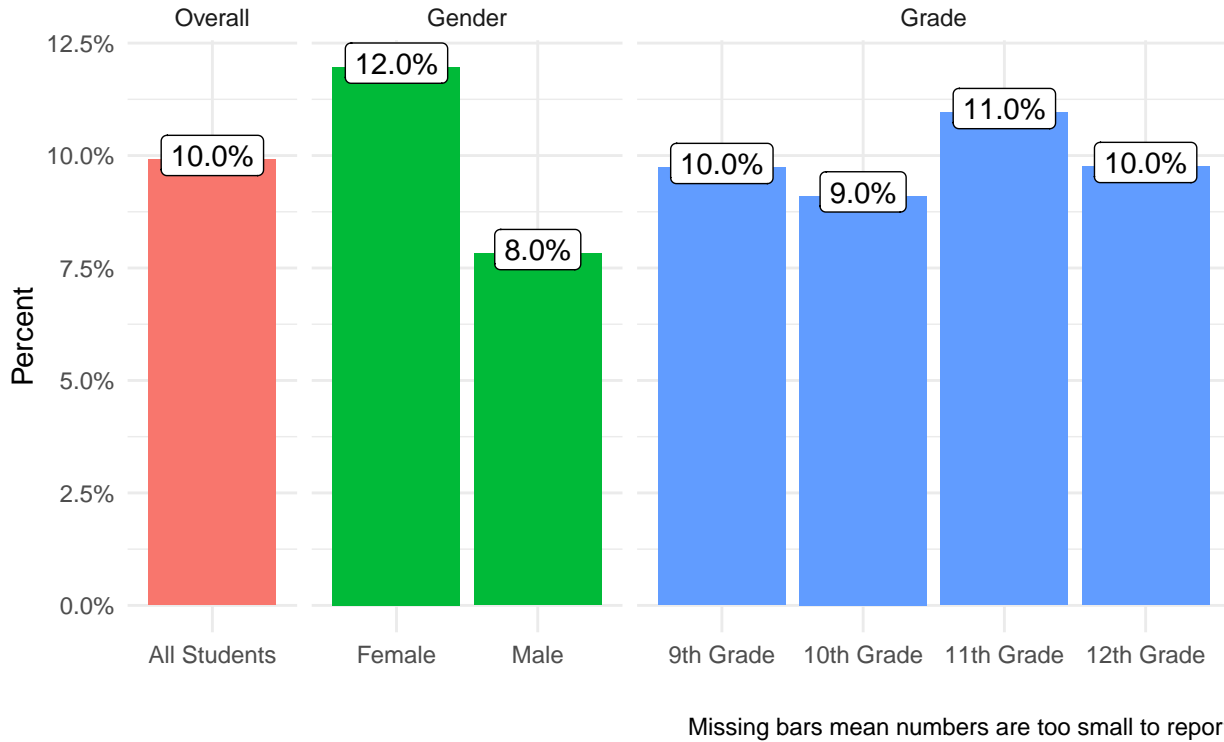
Have ever used any illegal drug besides marijuana: **2%**

Note that the prevalence rates of these substances are often too small to reliably and confidentially report at the school or district level. If not available here, they may be available at the county and/or CESA level.

Abuse of Legal Substances

Any Legal Drug Misuse

Students who misused over-the-counter and/or prescription pain medicines



Students were asked about the unauthorized use of prescription painkillers and over-the-counter medications. Overall, **10%** of students had ever engaged in such use, with **9%** of students reporting use of a prescription painkiller without a doctor’s prescription and **3%** reporting use of an over-the-counter drug to get high. The chart above shows the percent of students who answered affirmatively to one or both of these questions.

For more information, see the question-specific tables at the end of this report.

TECHNOLOGY USE AND ONLINE BEHAVIOR

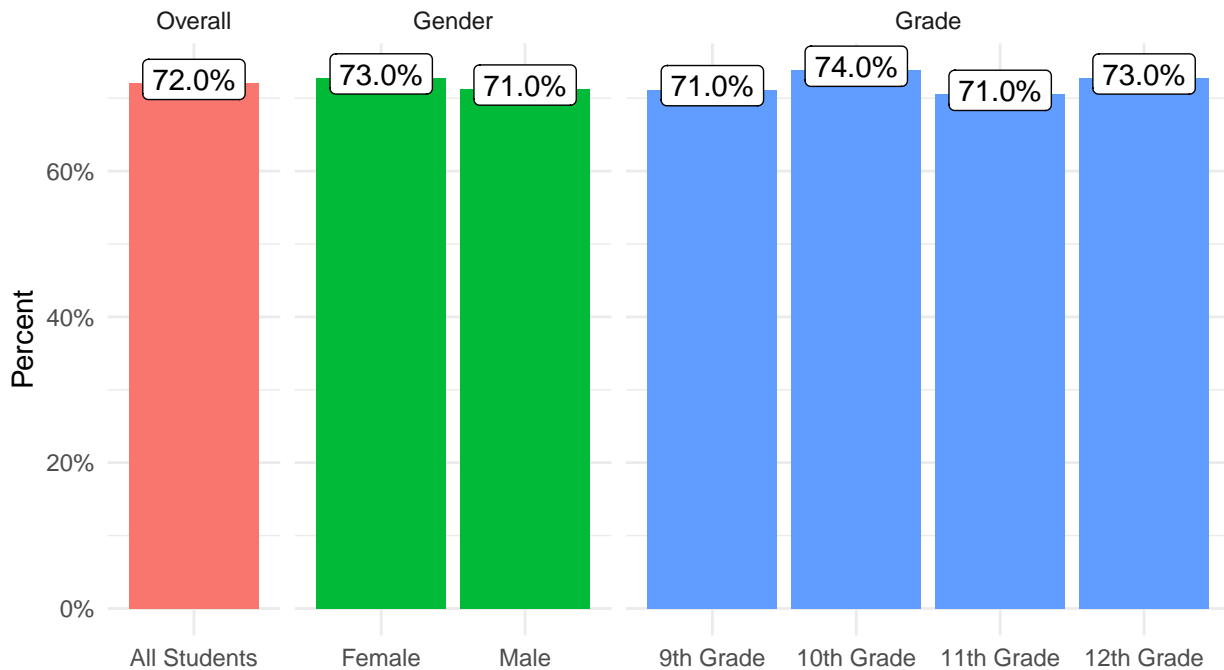
General Use Patterns

The 2021 YRBS included several questions related to students' recreational use of technology. As in prior years, students were asked the amount of time per day spent watching television and engaging in other forms of media, such as social media or video games.

The chart below shows the percent of students who reported spending three or more hours per day engaged in television, video games, social media, texting, or other recreational activities using a computer, phone, gaming system or tablet.

Moderate to Heavy Screentime

Students who spent 3+ hours/day in front of a TV, smart phone, Xbox, or other device

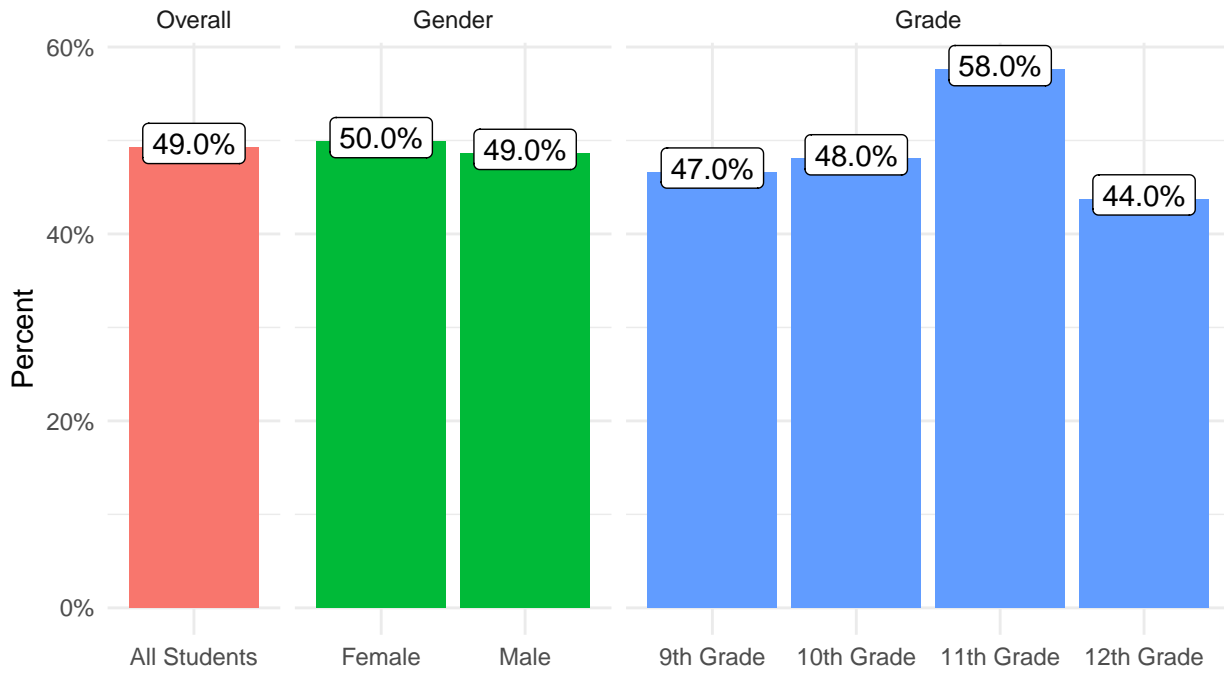


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Another online behavior that can affect both mental and physical health, as well as academic performance, is late-night screen use. When students stay up late, they miss out on sleep. Students were asked about the number of nights per week that they used technology between midnight and 5:00 am. The chart below shows responses for students who reported that they did so at least one school night per week.

Late Night Screen Use

Students who use technology between midnight and 5:00 am on school nights



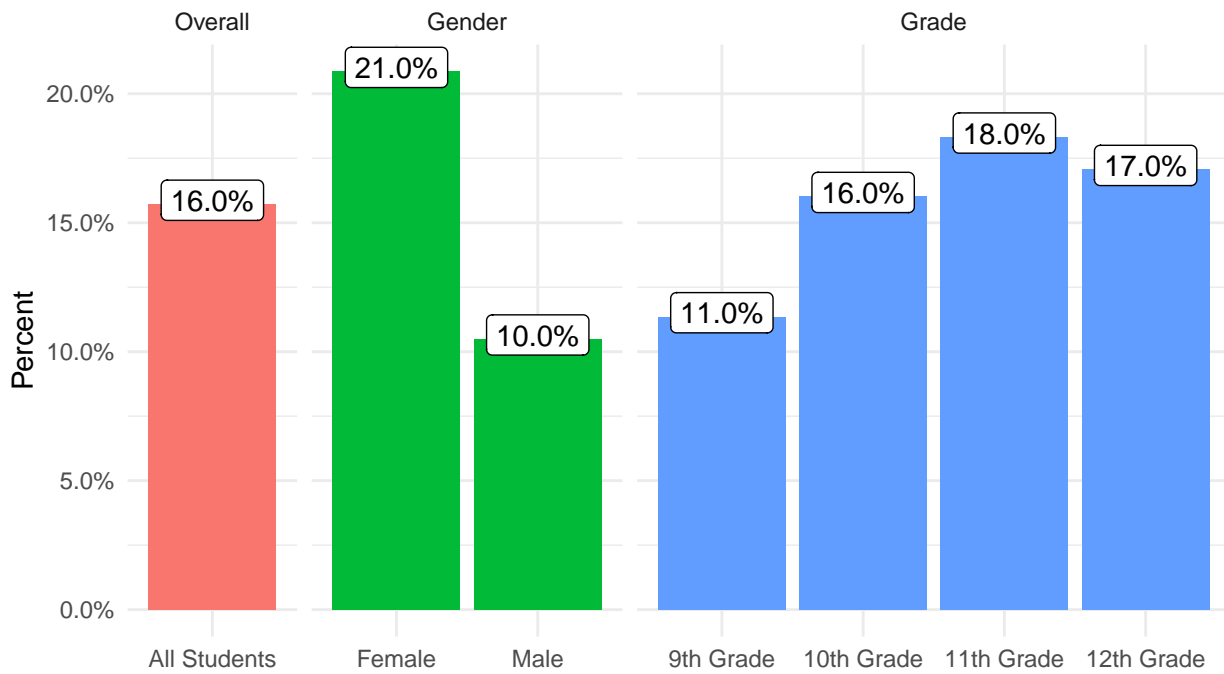
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Sexting

A question on sexting was included for the first time in 2019 and appeared on the survey again in 2021. The question specifically asked whether students had sent, received, or shared nude photos or other sexual images in the past 30 days.

Sexting

Students who sent, received, or shared nude photos or sexual images (past 30 days)



Missing bars mean numbers are too small to report

Online bullying is covered in the “Bullying” section of this report.

PHYSICAL HEALTH AND NUTRITION

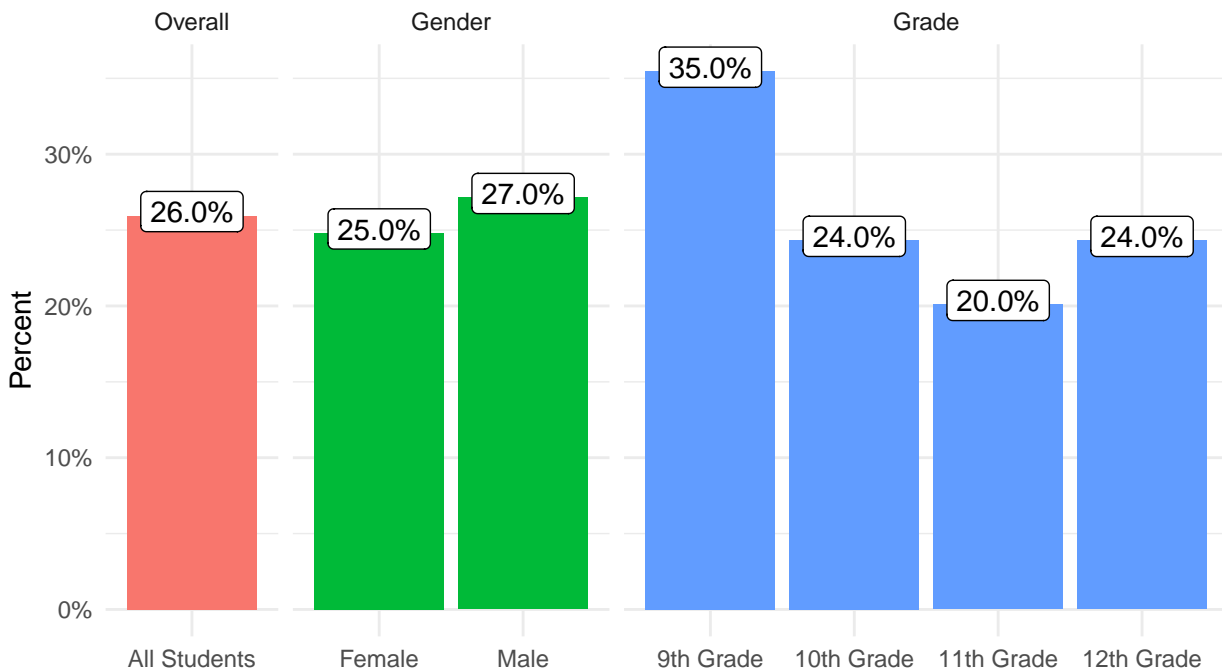
Sleep and Exercise

Sleep

Wisconsin’s 2017 and 2019 YRBS results showed a decrease in the amount of sleep students reported (statewide results from 2021 are not available at the time of this report). The charts below show results for students who reported greater and lesser amounts of sleep.

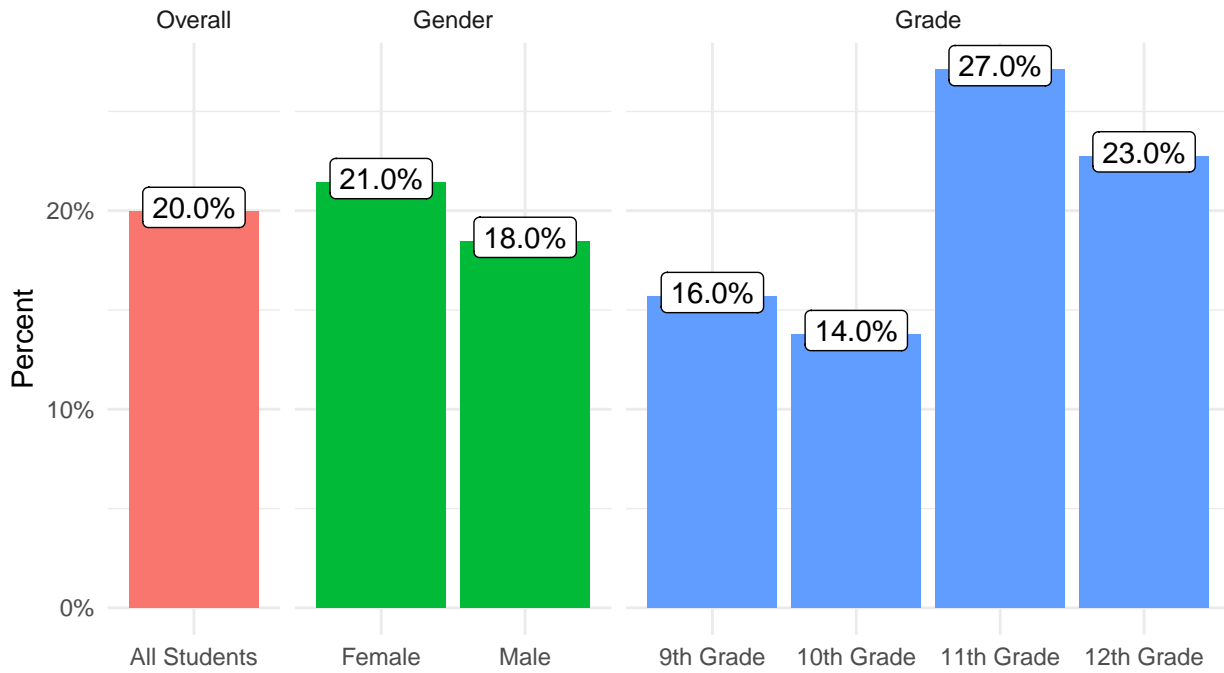
Sleep 8 or More Hours Per Night

Students reporting 8+ hours of sleep per night



Missing bars mean numbers are too small to report

Sleep 5 or Fewer Hours Per Night Students reporting 5 or fewer hours of sleep per night



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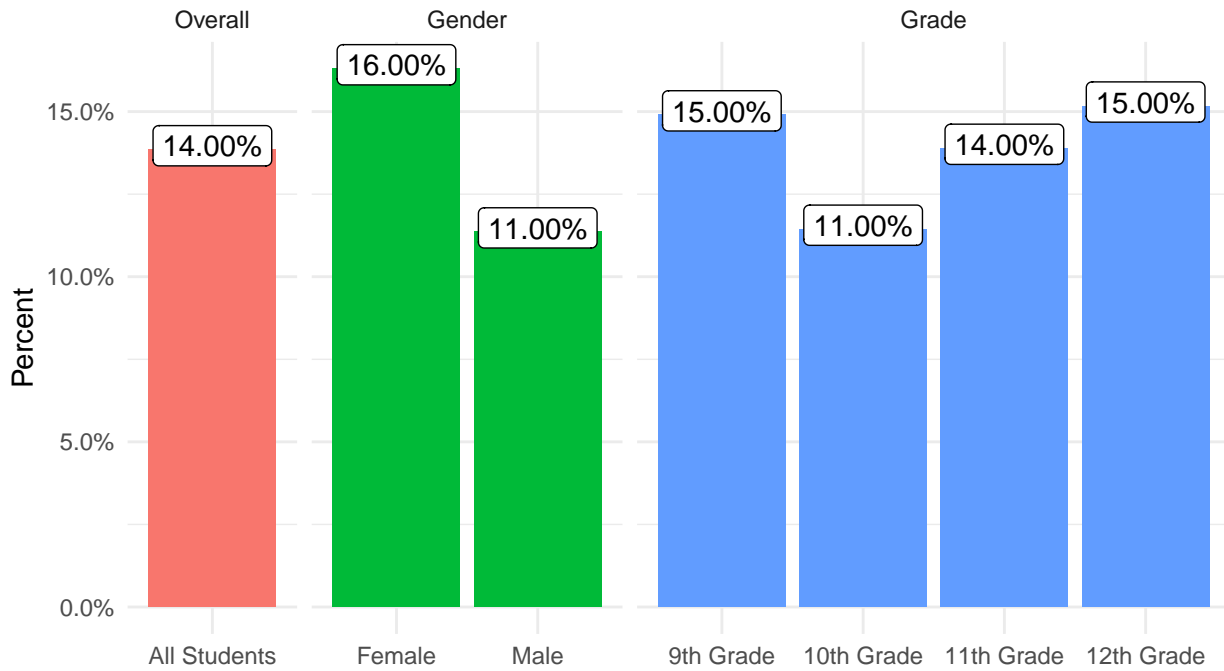
One factor that can interfere with sleep is nighttime screen use. See the section on Technology Use And Online Behavior for a breakdown of screen use at night.

Exercise

Students were asked how many days a week they participated in an hour or more of physical activity.

No Sustained Exercise

Students who exercised zero days in the past week

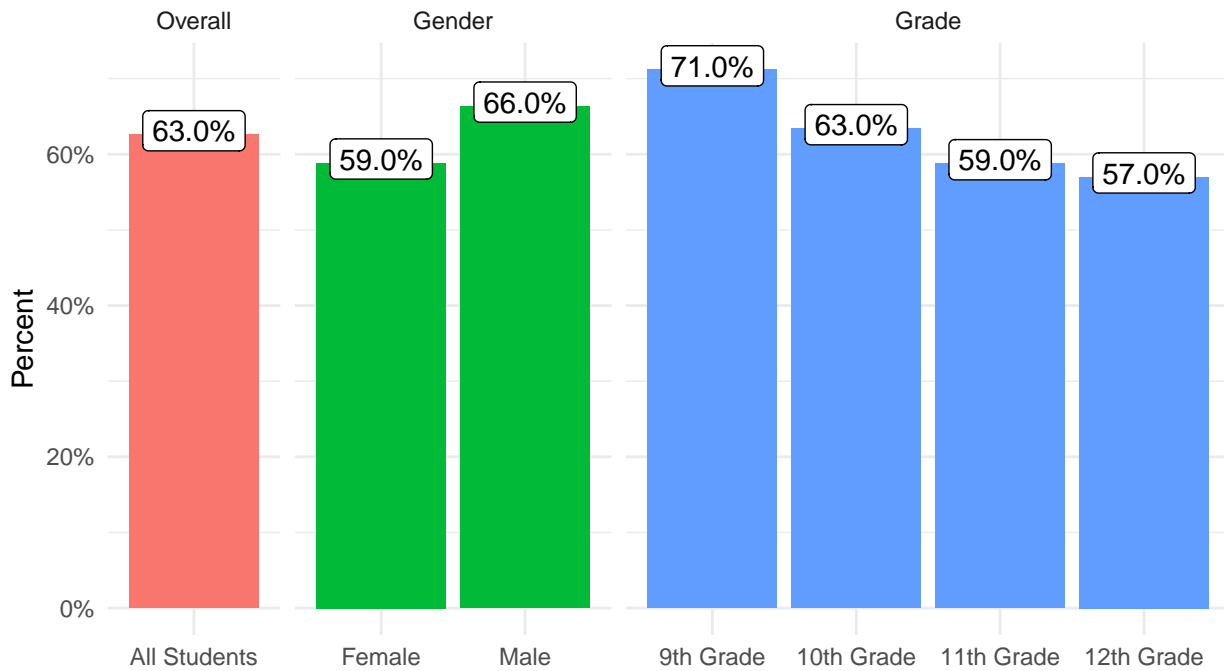


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The chart above shows students who did report engaging in an hour or more of physical activity for four or more days per week.

Exercise on Most Days

Students who exercised 4–7 days in the past week



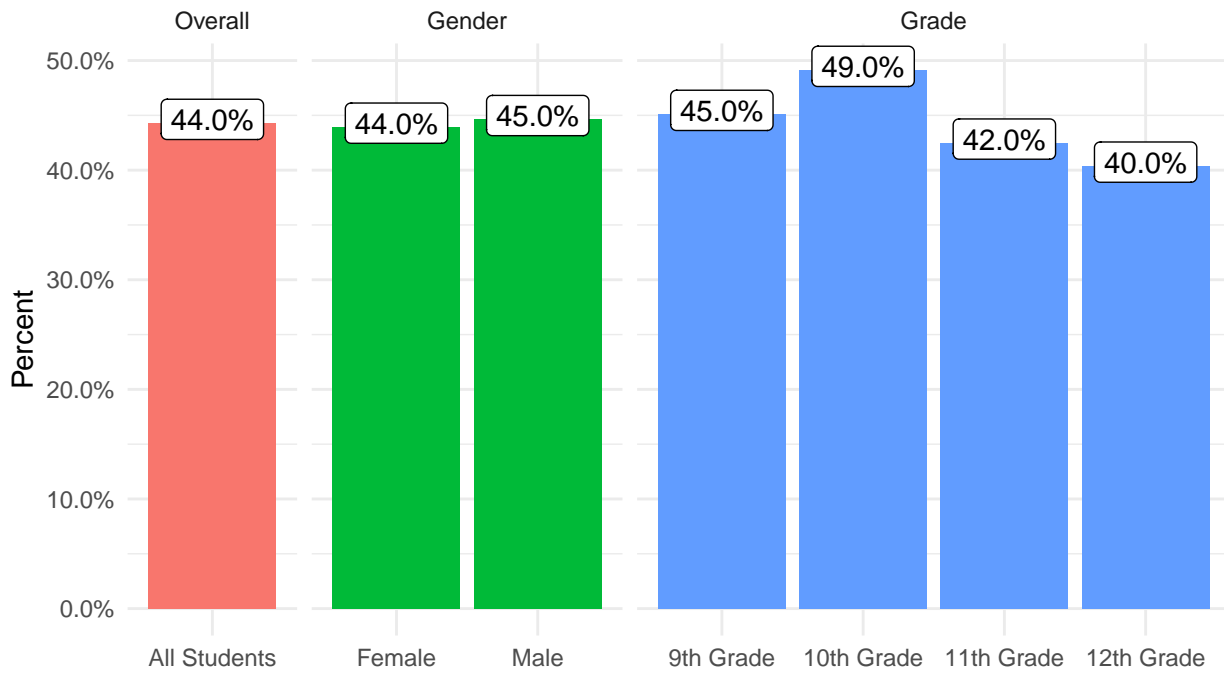
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Nutrition

Students were asked about daily consumption of fruit, vegetables, plain water, and breakfast.

Fruit Consumption

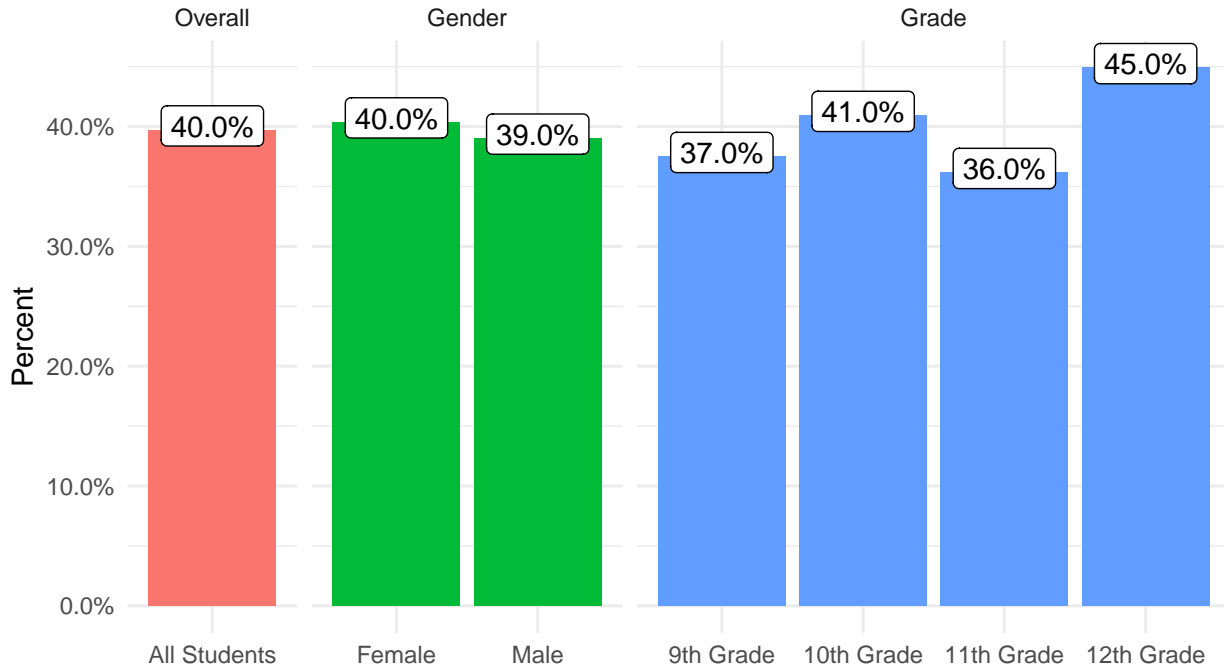
Students who ate fruit every day (past 7 days)



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Vegetable Consumption

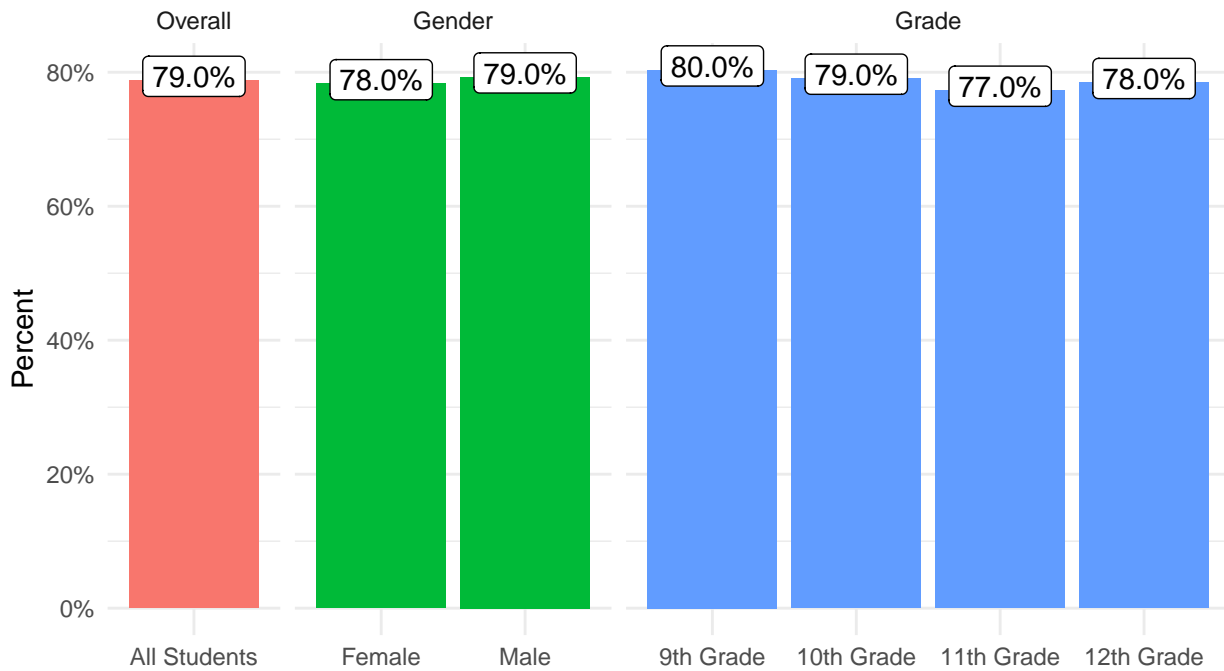
Students who ate vegetables every day (past 7 days)



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Water Consumption

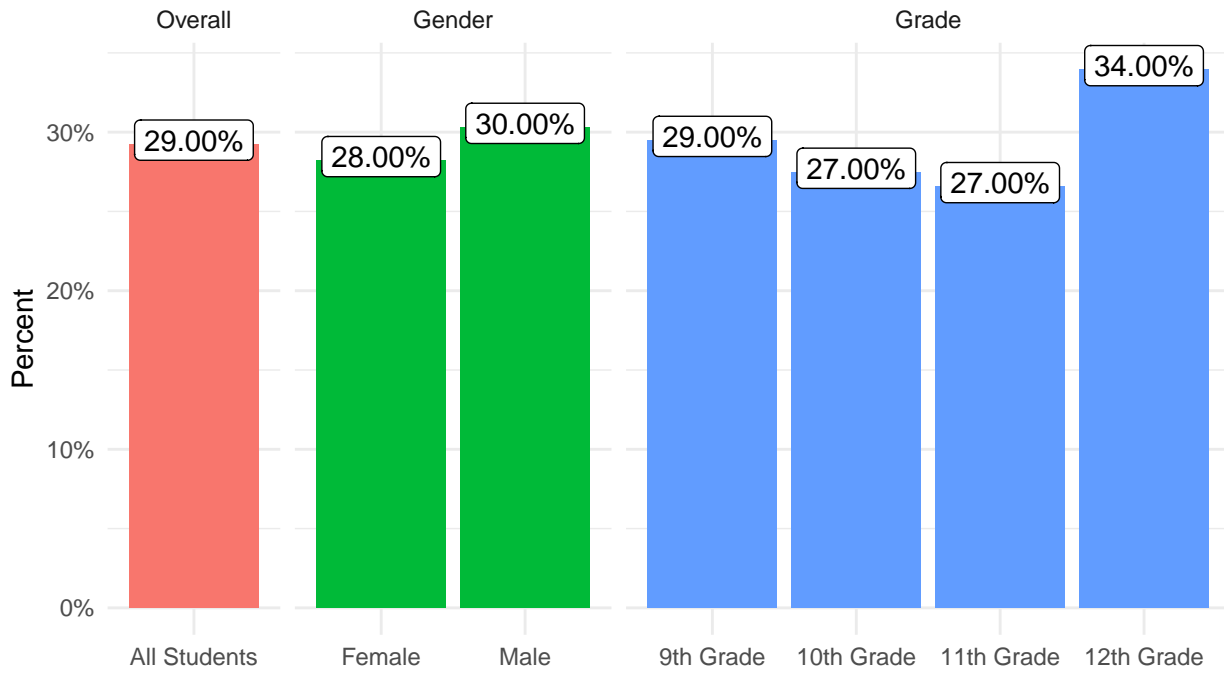
Students who drank plain water every day (past 7 days)



Missing bars mean numbers are too small to report

Breakfast Daily

Students who ate breakfast every day (past 7 days)



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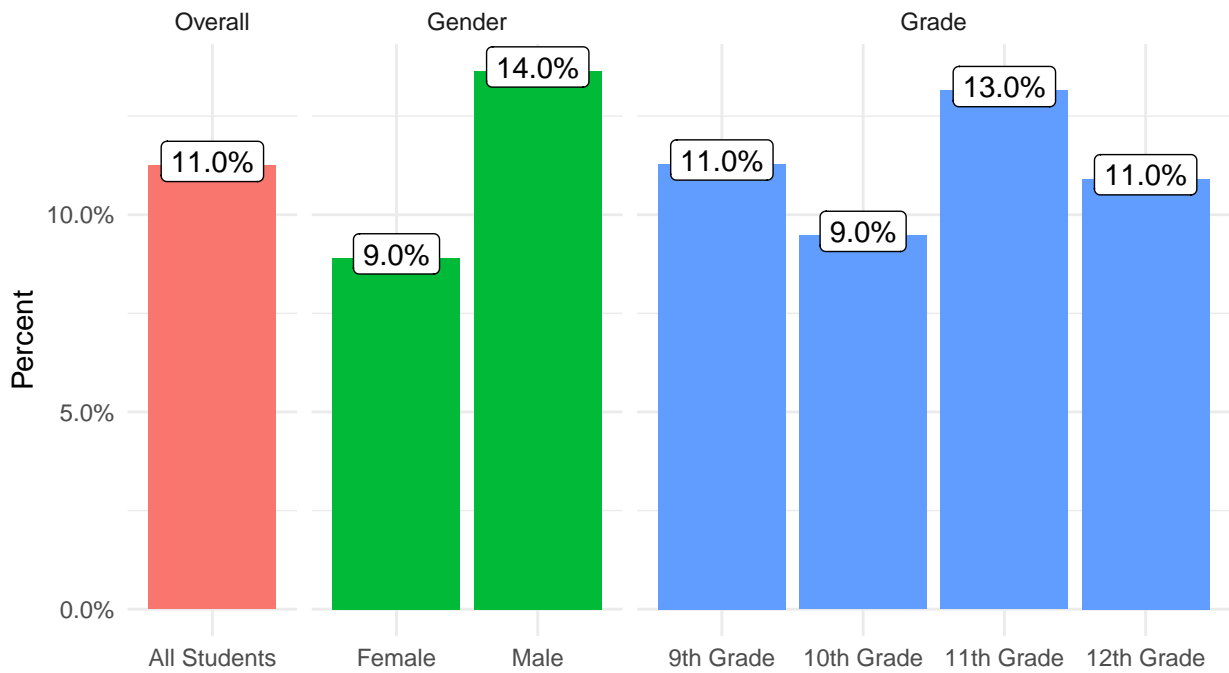
While the chart above shows the percentage of students who ate breakfast every day, **51% of students ate breakfast less than half the time (0-3 days in the past week)**. While missing breakfast may be a choice for some of these students, lack of food is likely an issue for at least some of these students. See the section on “Access to Food and Housing”.

Health Conditions and Health Care

Recently added in 2019 and continued in 2021, the YRBS included a question on concussions, driven by recent interest in the prevalence and impact of concussions in both professional and extracurricular sports. The YRBS defines a concussion and describes its symptoms, then asks students to report the number of times they have experienced a sports-related concussion. The results are self-reported in that the question does not specify whether or not a medical professional diagnosed a concussion.

Concussions (Self-reported)

Students experiencing sports-induced concussions (past 12 months)

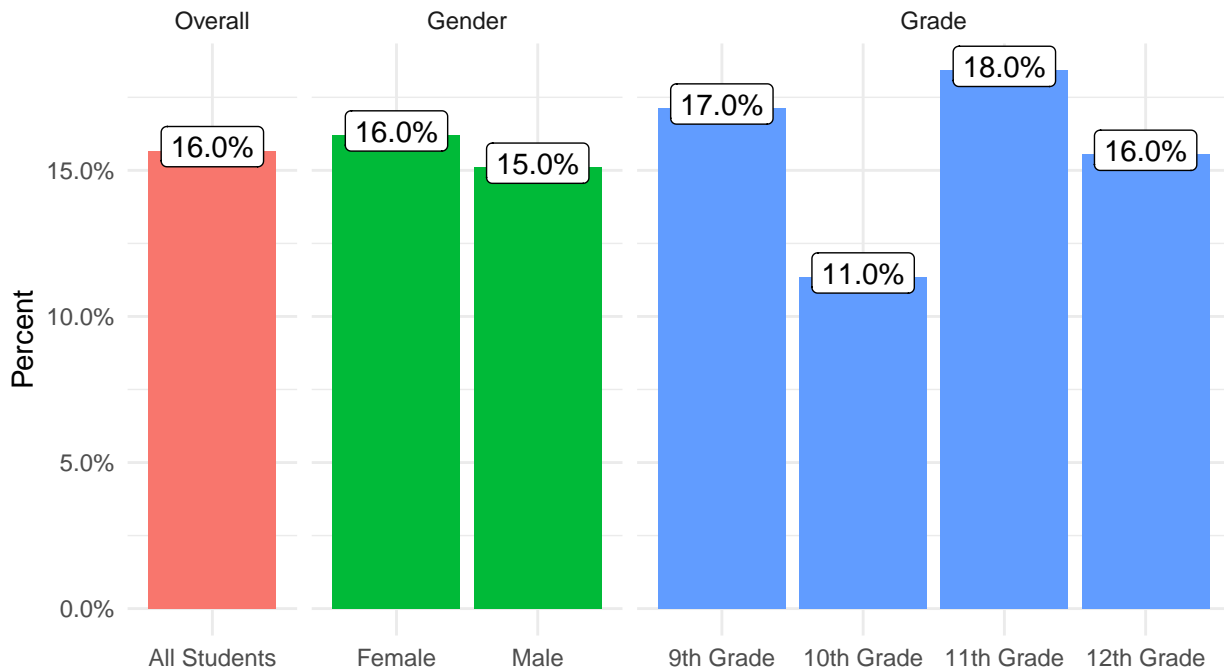


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Students were asked whether they had a physical disability or chronic health condition.

Physical Disability or Health Condition

Students reporting a physical disability or chronic health condition



Missing bars mean numbers are too small to report

In general, students who have disabilities or chronic health conditions face more risks than their peers. For instance, they tend to report higher rates of depression, anxiety, and other mental health problems as well as lower rates of belonging. Schools can help by asking these students about their needs and creating environments that are actively welcoming and inclusive. For more information, see the section on “Physical Disability or Chronic Health Conditions At A Glance” and the question-specific tables at the end of this report.

TRAUMA AND ADVERSITY

Exposure to Violence

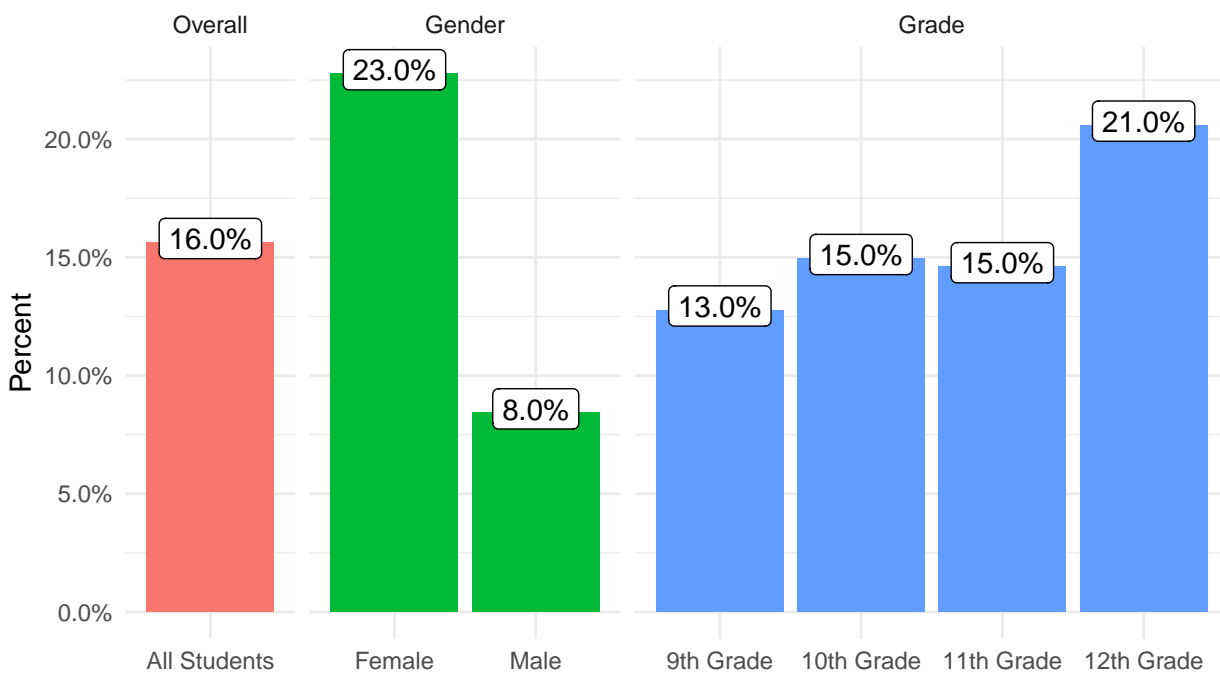
Experiences of violence and other forms of trauma can affect all aspects of a student’s life, including their health, their behavior, and their ability to engage meaningfully in their education. The 2021 YRBS included several questions related to experiences of violence.

The section on School Safety covers experiences of violence and threats at school. This section includes questions on sexual violence and neighborhood safety. Students were not specifically asked about violence in the home.

The chart below combines several questions on sexual or dating violence to get the percentage of students who reported experiencing any sexual or dating violence, regardless of the time period or relationship to the perpetrator.

Experienced Sexual or Dating Violence

Students who experienced rape, sexual assault, or intimate partner violence



Missing bars mean numbers are too small to report

There are two questions that ask about lifetime experiences of sexual violence. Students were asked if they had ever been physically forced to have sexual intercourse (e.g., raped); **7%** of students said they had. Students were also asked whether they were physically forced to do anything sexual (including, but not limited to, sexual intercourse). This question is meant to look more broadly at sexual abuse or violation. **10%** of students indicated this experience.

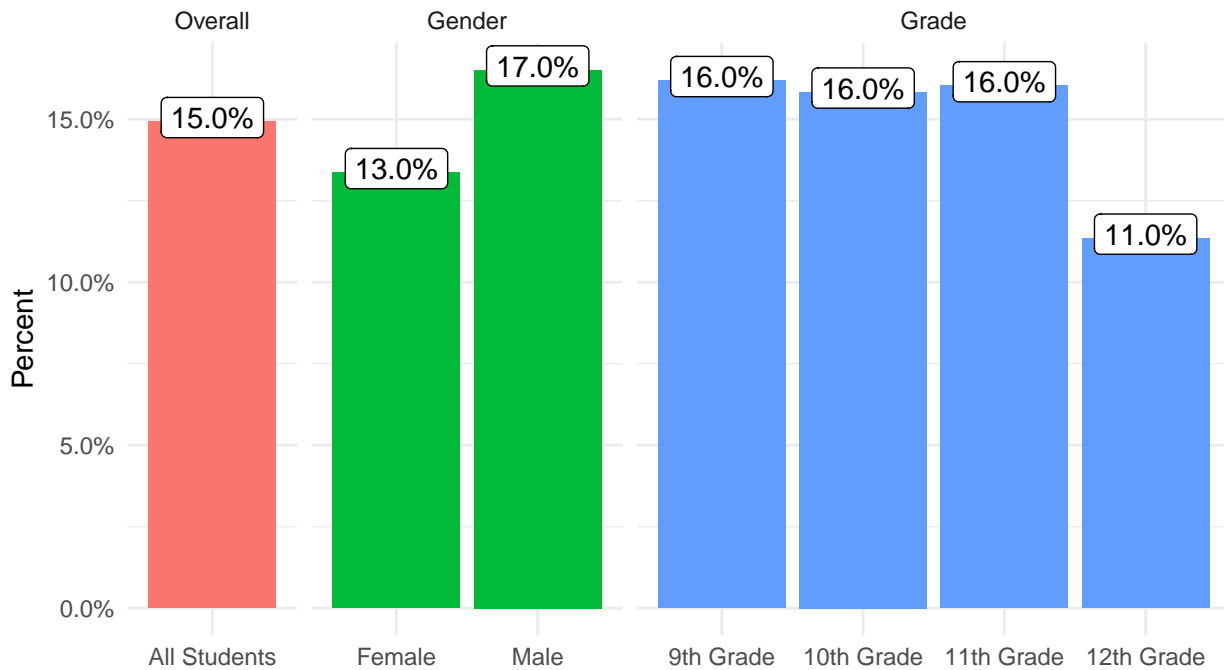
There are two questions on dating or intimate partner violence within the past 12 months. **8%** experienced sexual force by a dating partner and **8%** were physically harmed by a dating partner.

Exposure to Violence

A question on witnessing an attack was included for the first time in 2021. The question specifically asked whether students had ever seen someone get physically attacked, beaten, stabbed, or shot in their neighborhood. The survey also kept a question from previous years regarding students’ perceptions of safety at school or on their way to or from school.

Witness Attack

Students who have ever witnessed an attack in their neighborhood



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Based on the chart above, **15%** of students reported ever having witnessed an attack in their neighborhood.

As described in the section on School Safety, **5%** of students missed school once or more within the past 30 days due to feeling unsafe at school or on their way to or from school.

Schools are tasked with enforcing attendance, yet it is also important to note that students might miss school because they feel unsafe at school or at home. DPI provides schools with resources and guidance on how to promote attendance as well as how to engage in trauma-sensitive disciplinary practices. See e.g. <https://dpi.wi.gov/sspw/safe-schools/school-attendance#Compulsory%20School%20Attendance%20and%20Truancy> as well as the sections on discipline and trauma-sensitive schools at <https://dpi.wi.gov/sspw>.

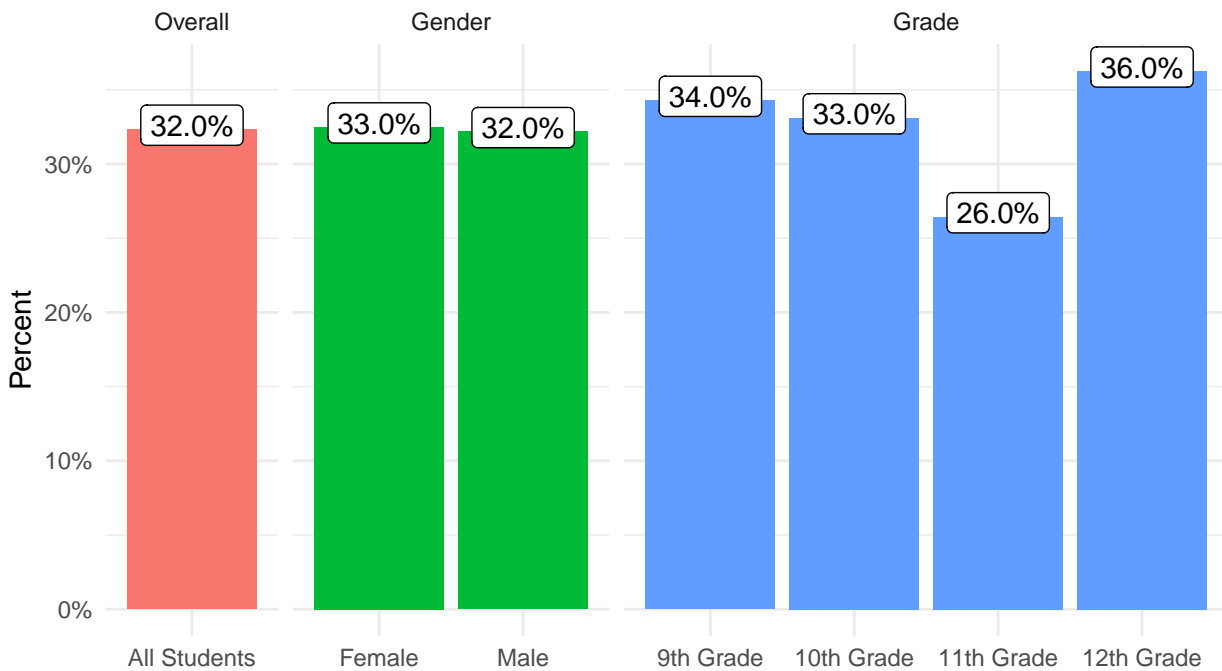
For information on prevention of sexual violence at school, see <https://dpi.wi.gov/sspw/safe-schools/resources-reduce-and-respond-sexual-violence-schools>

Stable Housing

Access to stable housing can have a tremendous impact on students' health and academic success. A move or other change of housing is a significant transition, even if the move is voluntary and the student is well supported. Students who are forced to move often—due to eviction, abuse, or other situations—obviously face significant risks. The 2021 YRBS asked students to report on the total number of residences they have had in their lifetime. The chart below shows the percent of students indicating four or more residences.

Moved Many Times

Students who have lived in four or more residences



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Have lived in 1 place: **26%**

Have lived in 2-3 places: **41%**

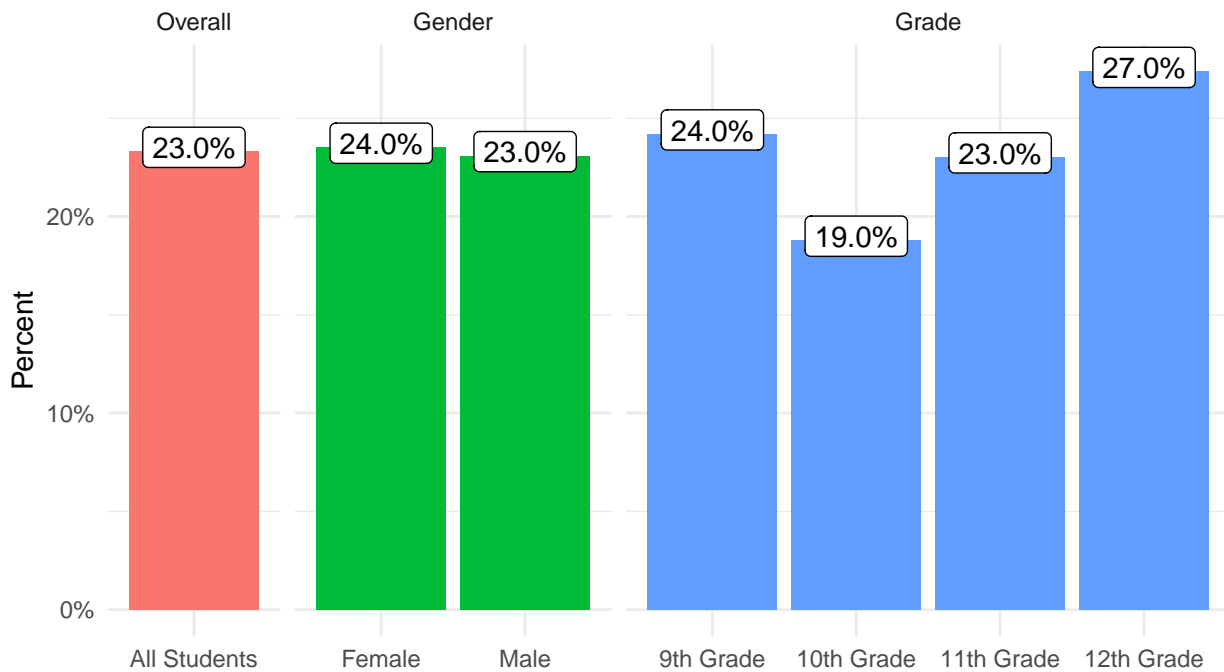
Have lived in 4 or more places: **32%**

Food Insecurity

The YRBS asked students how often they went hungry in the past month due to a lack of food in the home. Students who indicated that they had any such experiences in the past month are reported in the chart below.

Food Insecurity

Students who experienced hunger due to lack of food at home (past 30 days)



Missing bars mean numbers are too small to report

The chart above includes students who answered that they went hungry rarely, sometimes, most of the time, or always; it excludes students who answered “never”. In terms of students who regularly experience hunger at home, **3%** of students said that they went hungry “most of the time” or “always”.

PROTECTIVE FACTORS AT A GLANCE

Along with risk behaviors and risk factors, the YRBS includes a few questions that address protective factors. While the questions themselves are addressed in other parts of this report, here they are cross-tabulated with a few risk factors to highlight the likely differences between students with and without these protective factors.

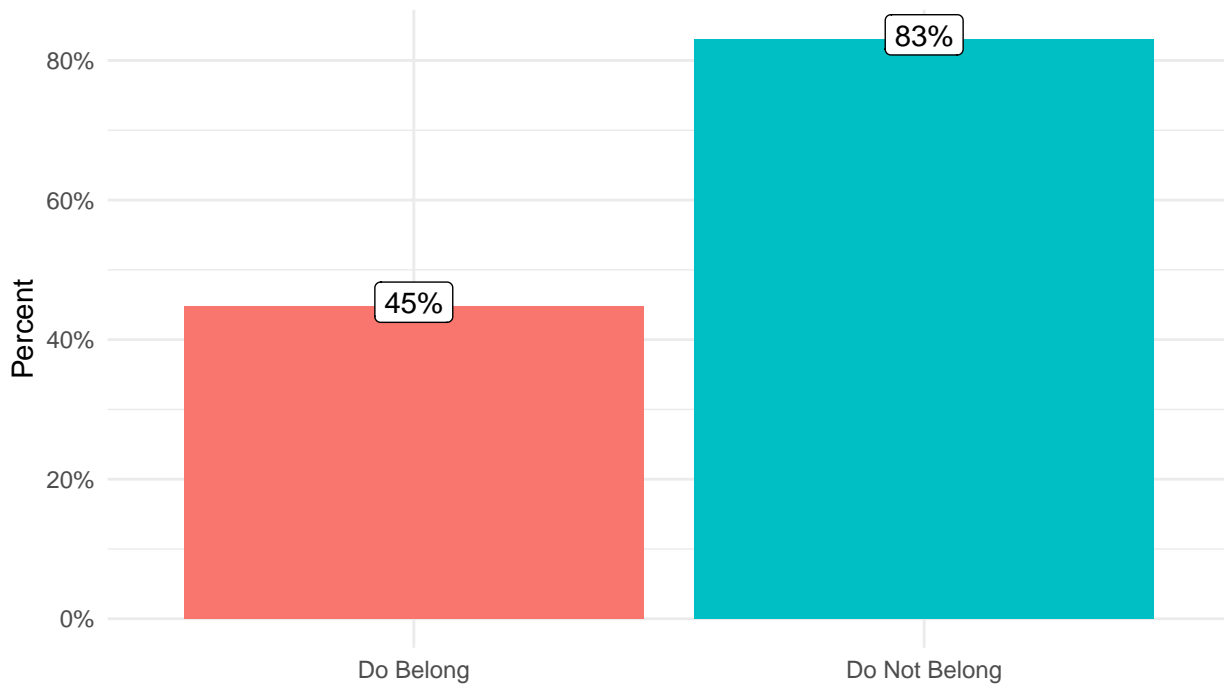
Sense of Belonging

The first protective factor reported here is students' sense of school belonging. A 2019 article in the *Journal Pediatrics* showed that "school connectedness may have long-lasting protective effects across multiple health outcomes related to mental health, violence, sexual behavior, and substance use. Increasing both family and school connectedness during adolescence has the potential to promote overall health in adulthood" (Steiner et al. 2019).

Students who agreed or strongly agreed that they belonged at their school are in the "Do Belong" category, while students who disagreed or strongly disagreed are in the "Do Not Belong" category. Sense of belonging is cross-tabulated with mental health concerns, suicidality, perceived school safety, and vaping.

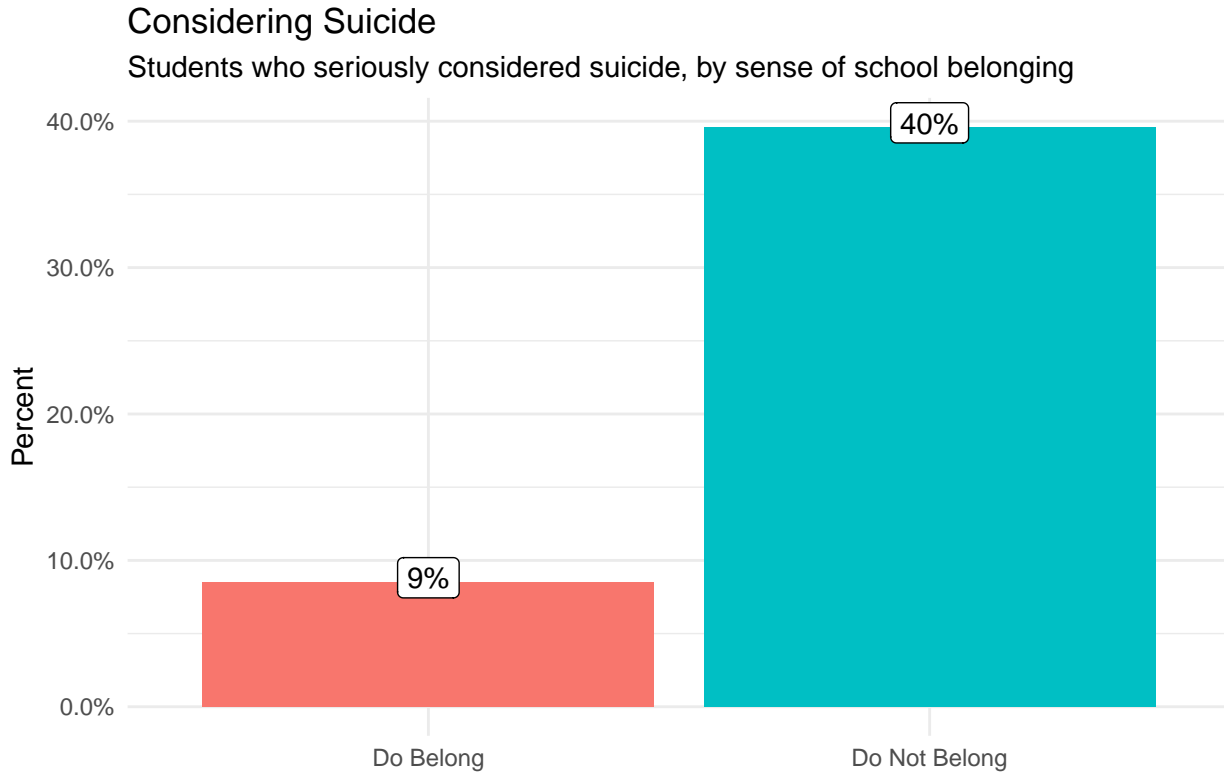
Mental Health Concerns

Students who reported any mental health concerns, by sense of school belonging



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The chart above shows the reported rates of mental health concerns for students who do not feel a sense of belonging vs. students who do feel a sense of belonging. “Mental health concerns” combines the YRBS questions on anxiety, depression, self-harm, and suicidality. The bar on the left shows the prevalence of such mental health concerns among students who feel like they belong, while the bar on the right shows the prevalence of such mental health concerns among students who don’t feel like they belong at school.

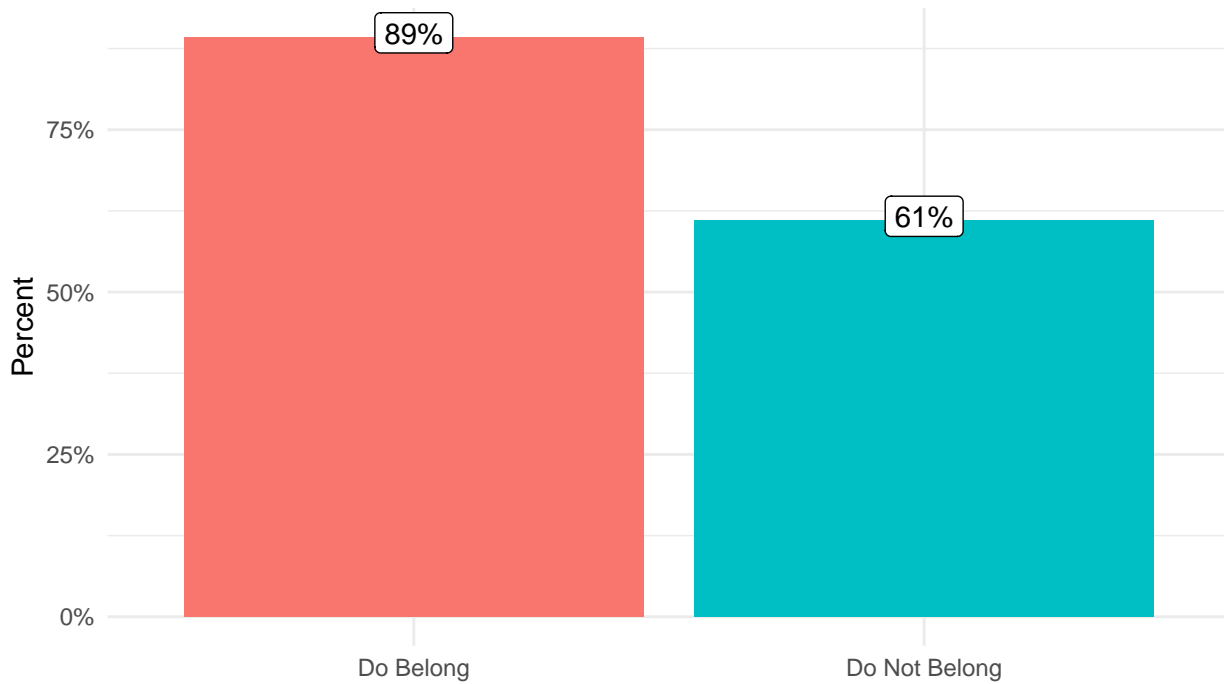


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The chart above limits the relationship between mental health and school belonging to focus on just students who say that they have seriously considered suicide in the past 12 months. Students who do not feel that they belong at school (bar on the left) are generally more likely to have considered suicide than students who do feel that they belong at school (bar on the right). This does not necessarily mean that school rejection causes suicidality in any way. The relationship could be reversed (students who feel suicidal self-isolate and therefore feel a low sense of belonging) or only loosely related. However, school outreach strategies that promote school belonging are best practices that can be considered as a tier 1 or universal strategy for suicide prevention.

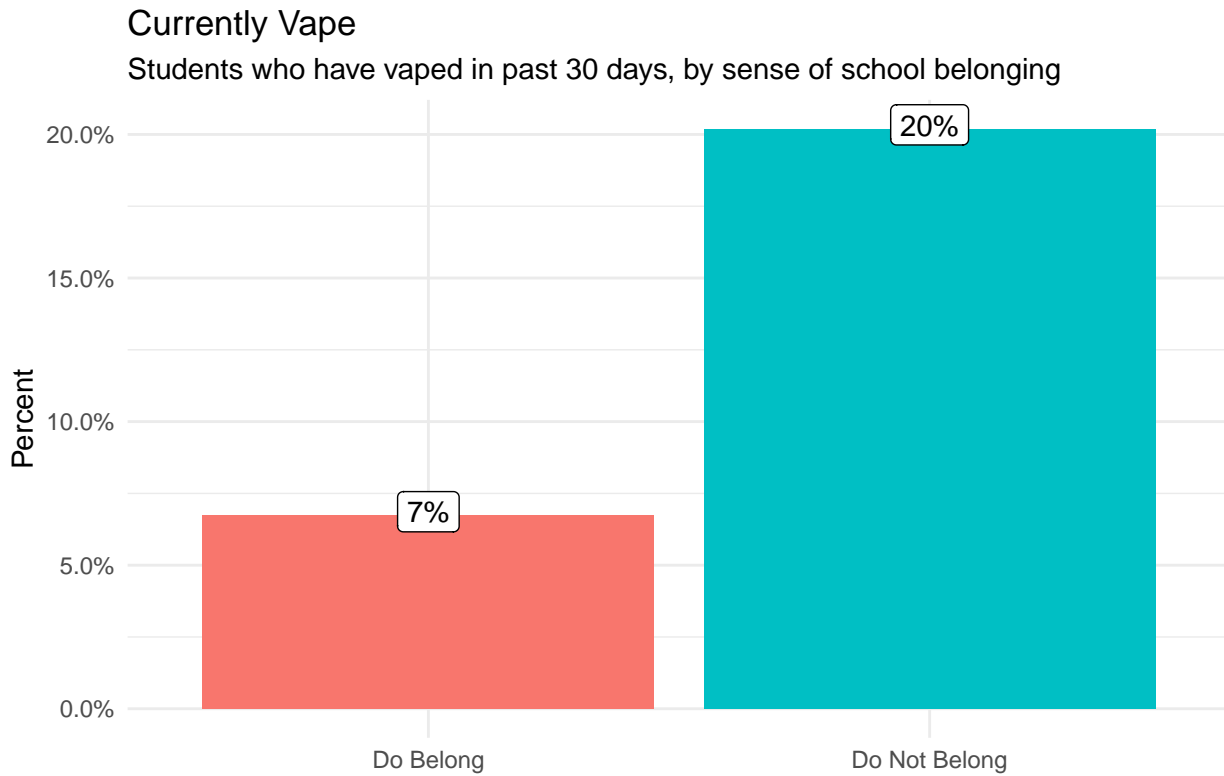
Feelings of School Safety

Students who feel safe at school, by sense of school belonging



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The chart above shows the percentage of students who feel safe at school “most of the time” or “always”. The bar on the left shows feelings of school safety among students who feel like they belong at school, whereas the bar on the right shows feelings of school safety among students who don’t feel like they belong at school. Note that these two feelings—safety and belonging—can influence one another. A student who feels marginalized within the school might also feel more vulnerable to bullying or school violence. Conversely, it’s hard to develop a sense of belonging in a school that you view as unsafe.



Missing bars mean numbers are too small to report

Students who do not feel that they belong at school (bar on the right) generally are more likely to also use tobacco products or other substances than students who do feel that they belong at school (bar on the left). The chart above shows how this breaks down among students using e-cigarettes.

For more information on how to improve school belonging, see <https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf> or go visit https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm

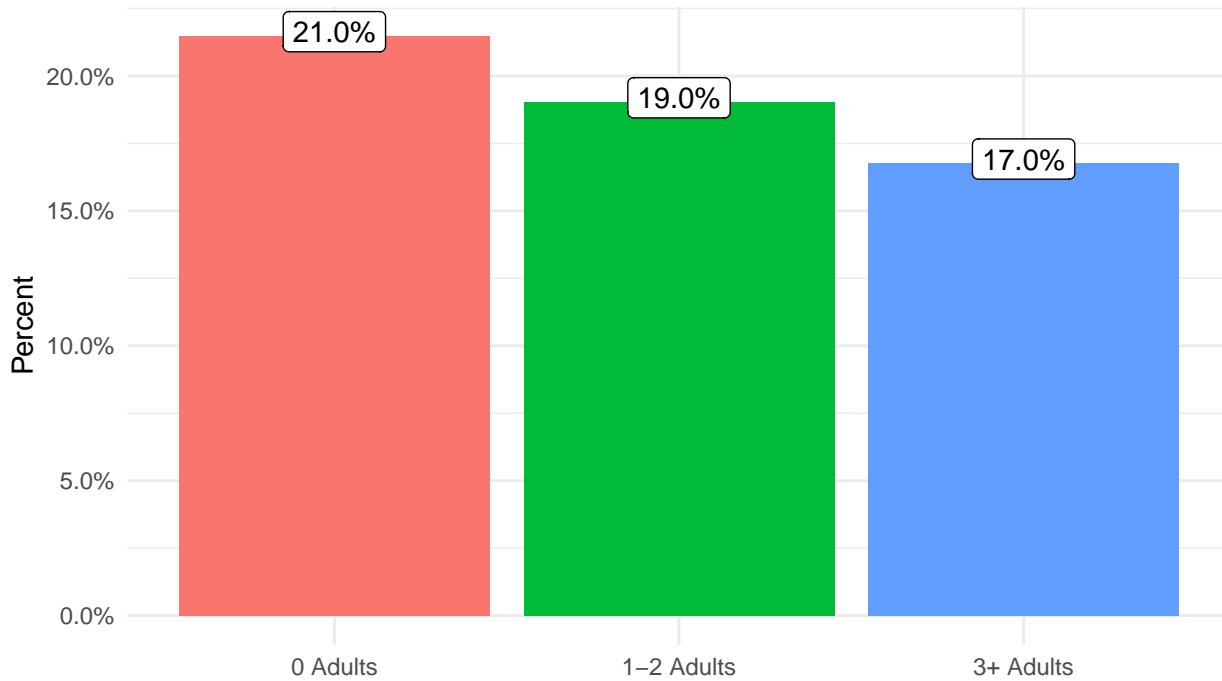
Number of Supportive Adults

The second and final protective factor examined in this section is the number of adults besides parents that students said they could talk to about an important issue affecting their lives. In this section, responses are grouped by students reporting zero adults, one to two adults, and three or more adults. Having supportive adults at school, home, and elsewhere can reduce the likelihood that young people get bullied or engage in risk behaviors. When young people do find themselves in difficult situations, the presence of supportive adults can also help them to problem-solve and access needed resources or interventions.

This section highlights three different types of behaviors or experiences by students' reported levels of adult support: current alcohol use, being bullied, and sexting.

Current Alcohol Use

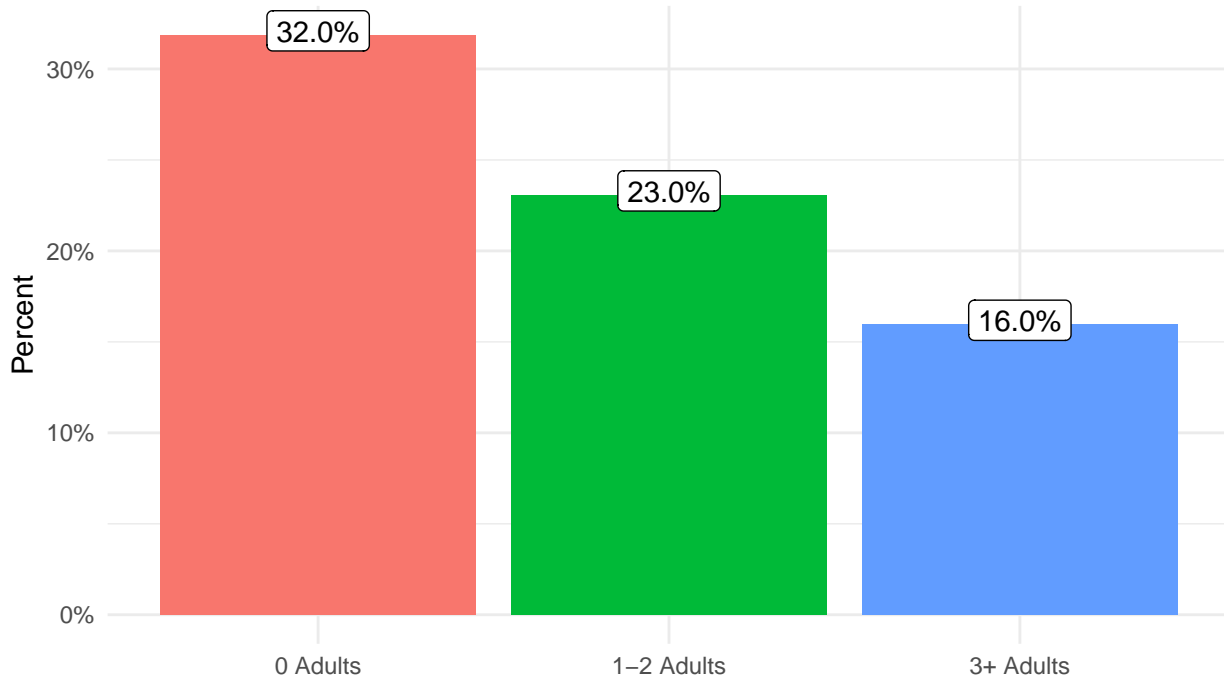
Current alcohol use for students with different levels of adult support



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Bullied At School and/or Online

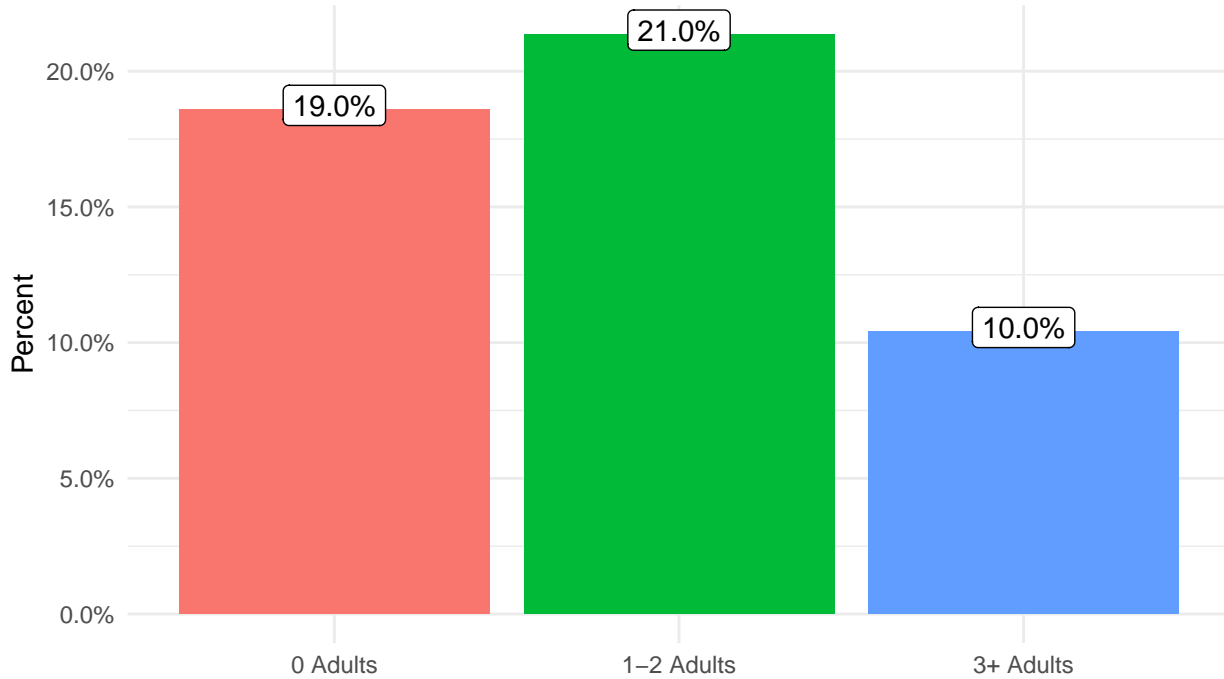
Experiences being bullied for students with different levels of adult support



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Sexting

Sending/receiving/sharing sexts for students with different levels of adult support



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NEWLY ADDED QUESTIONS IN 2021

STUDENT EMPLOYMENT STATUS

For the first time in 2021, the YRBS included a question on employment status, specifically asking students to report the number of hours they work at a paying job outside the home during a typical school week. Students who are stressed by having to work several hours per week might also report several other risk factors, such as adverse mental health concerns and fewer supports at school and at home. Understanding students' realities outside of the classroom is crucial for addressing their challenges at school and providing corresponding support.

The figures below represent the overall number of hours per week spent working at a paying job outside the home:

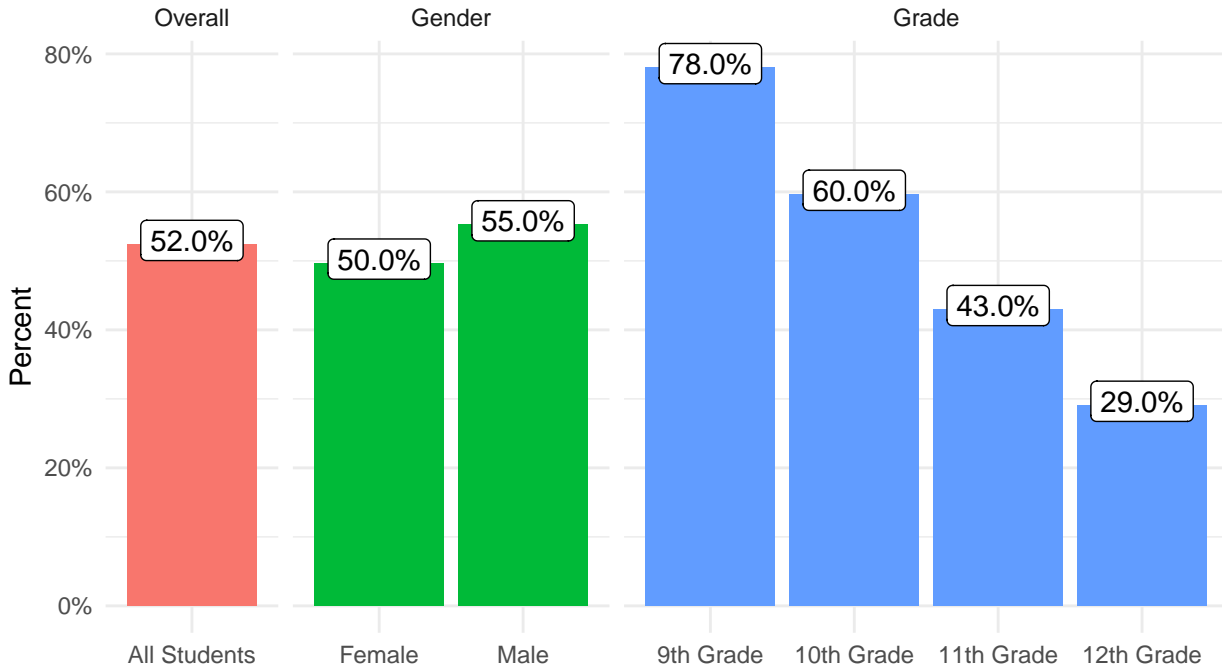
Do not work any hours per week: **52%**

- Work 1-4 hours per week: **11%**
- Work 5-9 hours per week: **12%**
- Work 10-19 hours per week: **16%**
- Work 20 or more hours per week: **8%**
- Work any number of hours per week: **48%**

The following charts will disaggregate the information from above by gender and grade-level. Each chart represents a specific answer choice based on the reported number of hours per week that students spend working at a paying job outside their home.

Employment Status

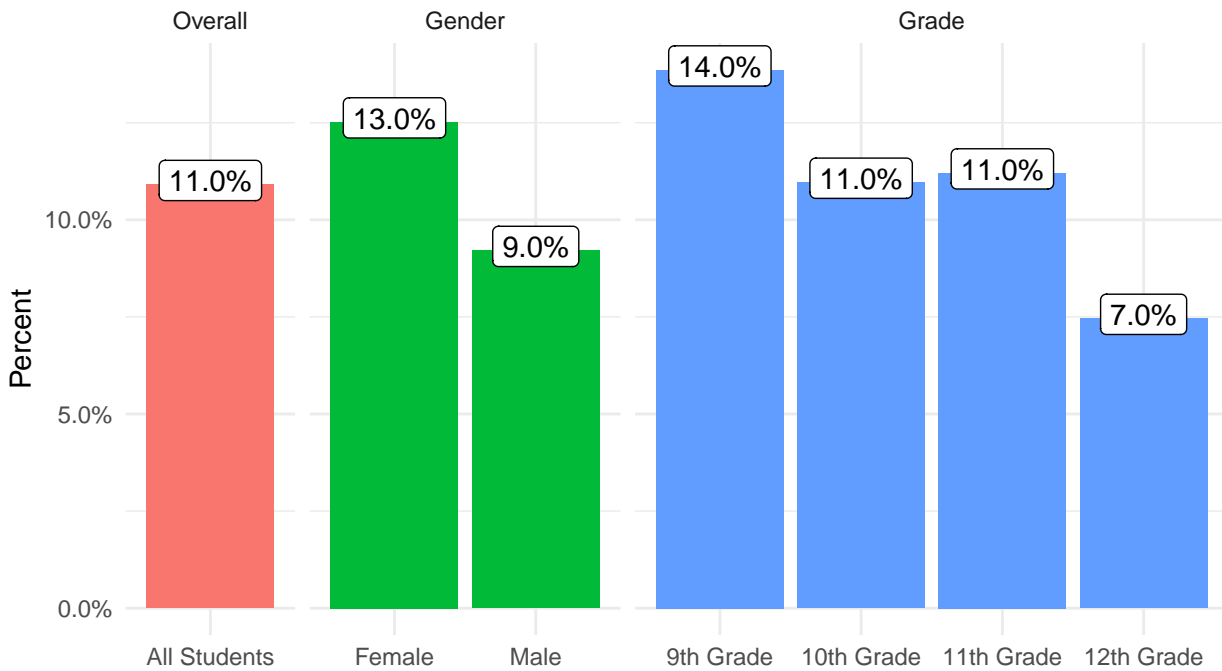
Students who do not work any hours at a job outside of the home



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Employment Status

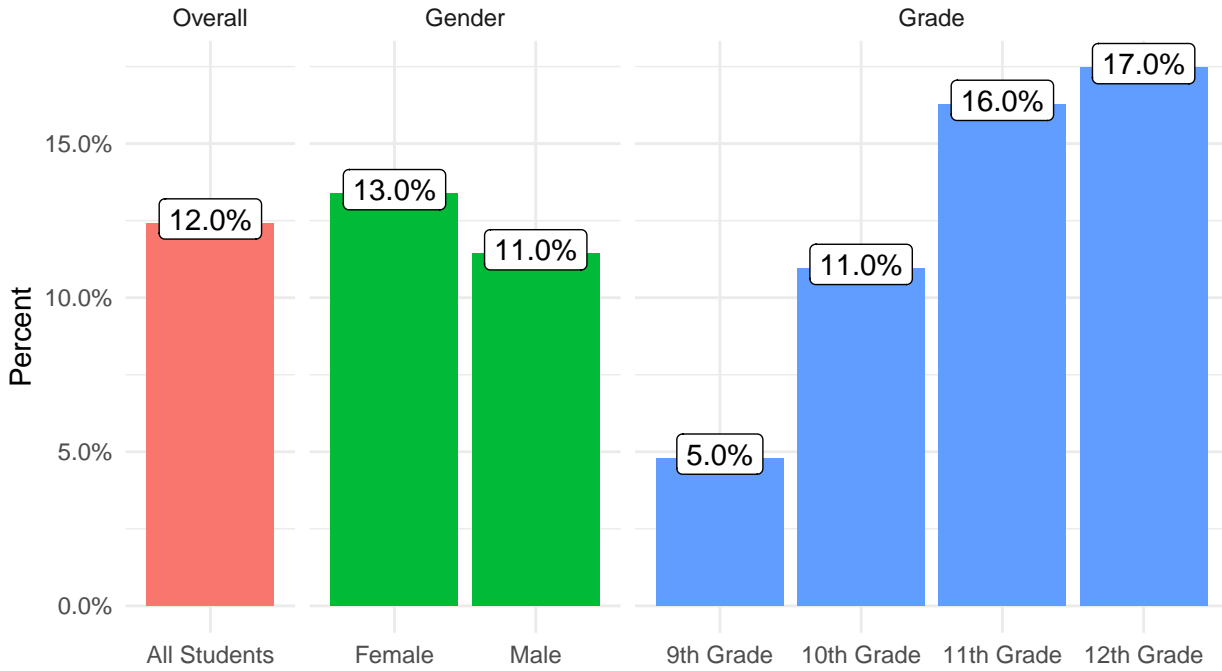
Students who work 1 to 4 hours per week at a job outside of the home



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Employment Status

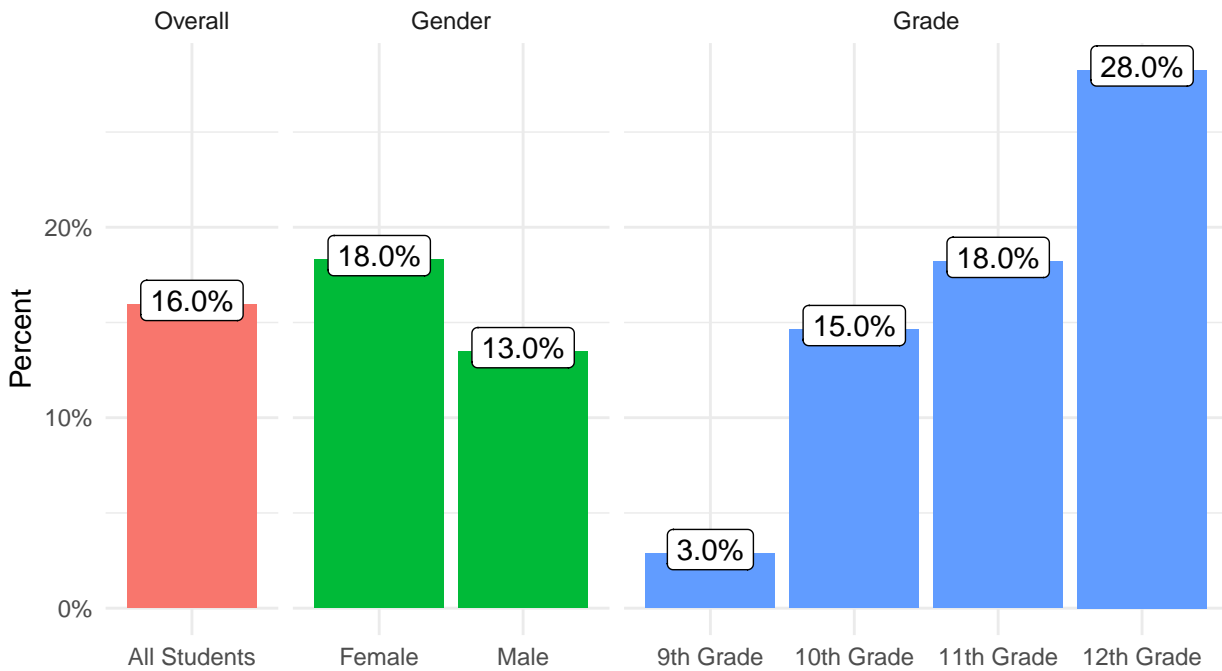
Students who work 5 to 9 hours per week at a job outside of the home



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Employment Status

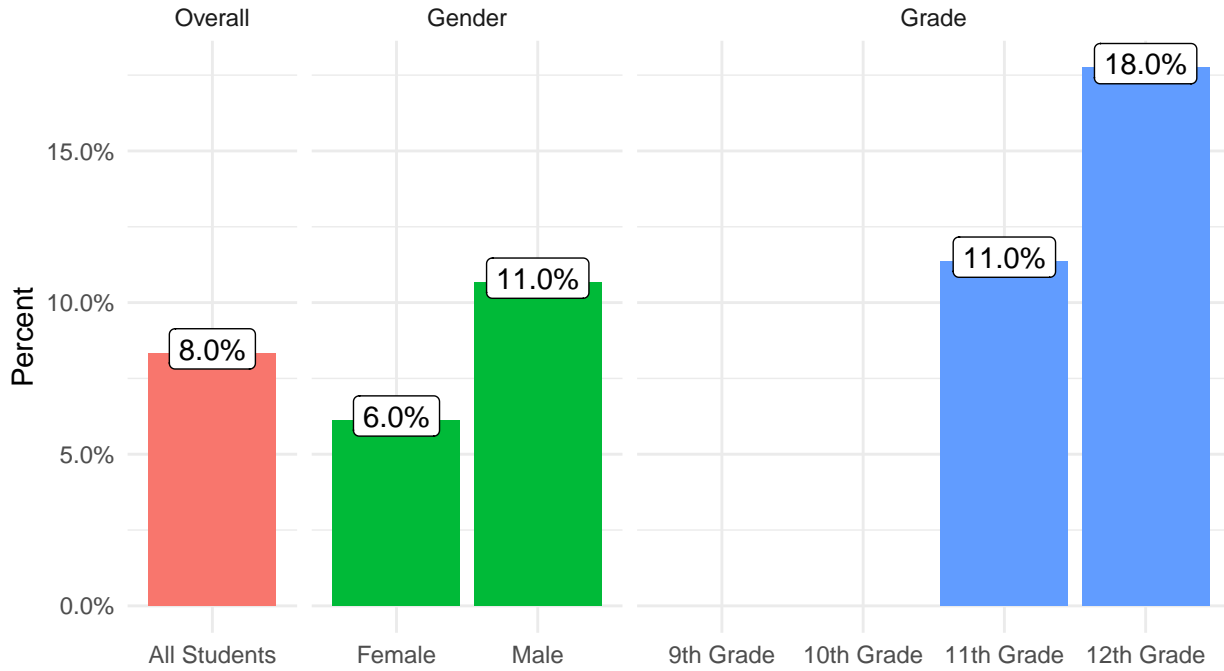
Students who work 10 to 19 hours per week at a job outside of the home



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Employment Status

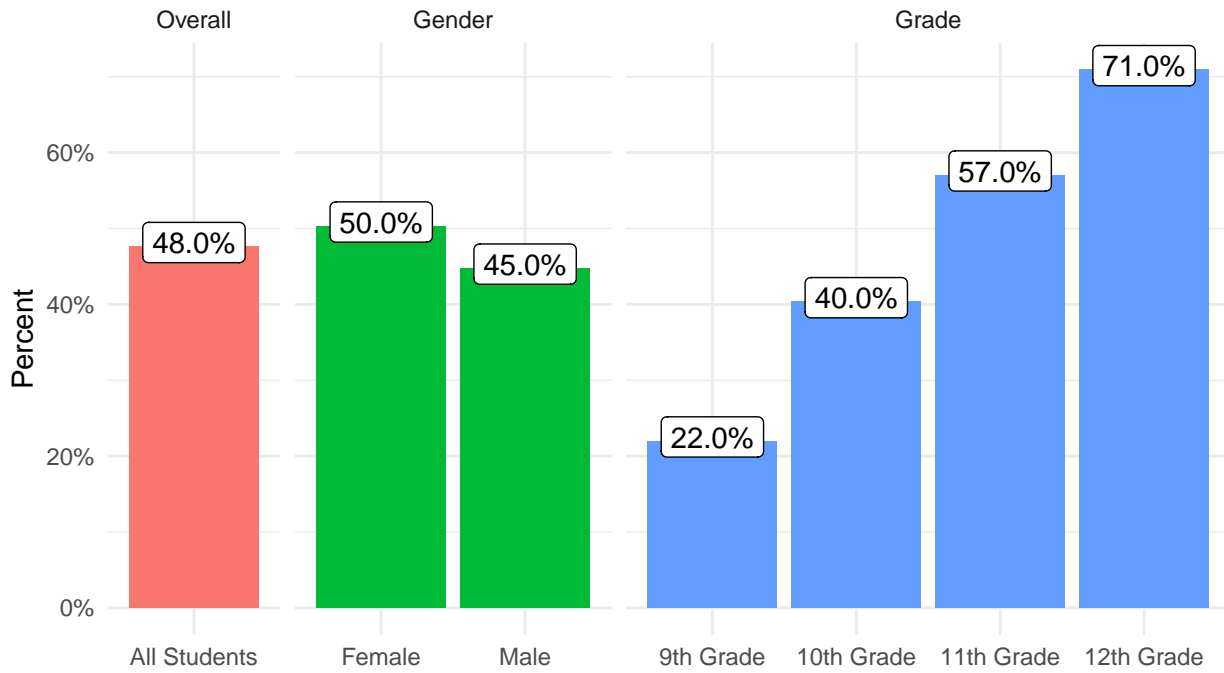
Students who work 20 or more hours per week at a job outside of the home



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Employment Status

Students who work any amount of hours per week at a job outside of the home



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The above chart combines data from the employment status question to display the percentage of students who reported working any number of hours per week.

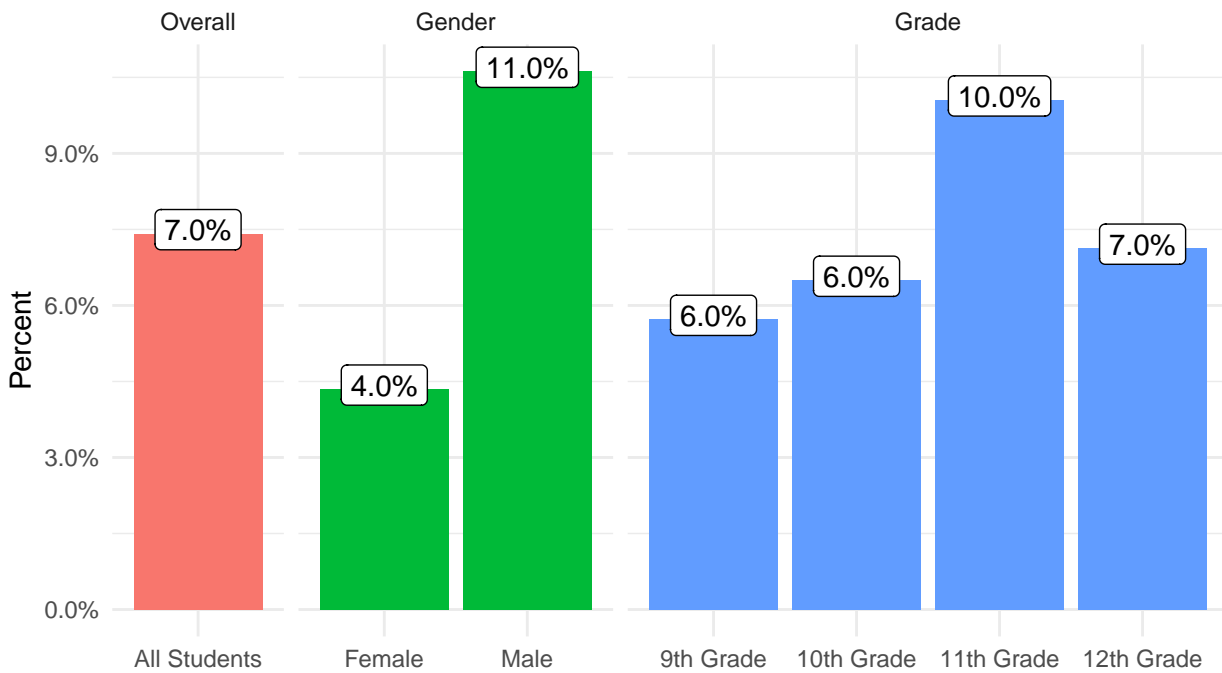
BASIC NEEDS SERVED AND NEGLECT

For the first time in 2021, the YRBS included a question regarding the presence of an adult to provide basic needs. Specifically, the question asked students “During your life, how often has there been an adult in your household who tried hard to make sure your basic needs were met, such as looking after your safety and making sure you had clean clothes and enough to eat.” Facing neglect and having to serve one’s own basic needs instead of having an adult’s support can have an adverse affect on student outcomes. These students may also report higher rates of other risk behaviors, such as mental health concerns and lacking adequate supports.

The chart below outlines the percentage of students who reported “Never” or “Rarely” having an adult in their household who tried hard to make sure their basic needs were met.

Neglect

Students who never or rarely have an adult who provided for their basic needs



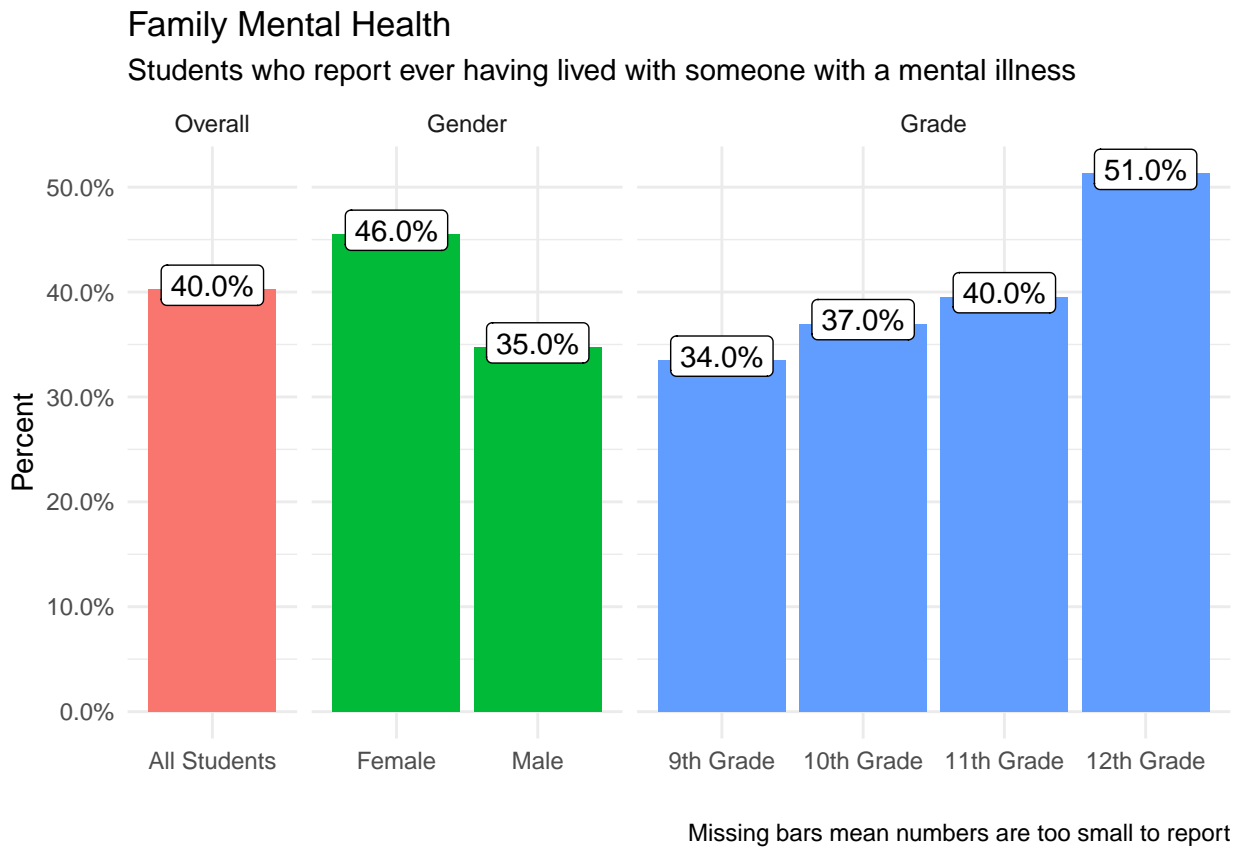
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In contrast to the information above, **86%** of students reported “Most of the time” or “Always” having an adult in their household who tried hard to make sure their basic needs were met.

FAMILY MENTAL HEALTH

For the first time in 2021, the YRBS asked students whether they had ever lived with someone who was depressed, mentally ill, or suicidal. Research has demonstrated that exposure to childhood adversity has an impact on adult mental health, increasing the risk for depression and suicide.

The chart below displays percentages of students who reported ever having lived with someone who was depressed, mentally ill, or suicidal.



COVID-19

In light of the unique situation posed by the COVID-19 Pandemic, the 2021 YRBS asked two questions related to this topic. The first question asked students whether a parent or other adult in their home lost their job during the COVID-19 pandemic, even for a short amount of time. The second question asked students to report the number of people who they know that died or got very sick from COVID-19. (“Very sick” was defined as “having to spend one or more nights at the hospital”).

The COVID-19 Pandemic placed incredibly challenges on students who had to transition to remote learning. Having to cope with a parent losing a job or knowing family and friends who suffered medical complications or even death from COVID-19 can significantly affect a student’s ability to learn in an adverse manner. It is possible that students who report these COVID-19-related challenges also report other adverse risk behaviors.

Overall, **20%** of students reported that a family member lost their job during the COVID-19 pandemic.

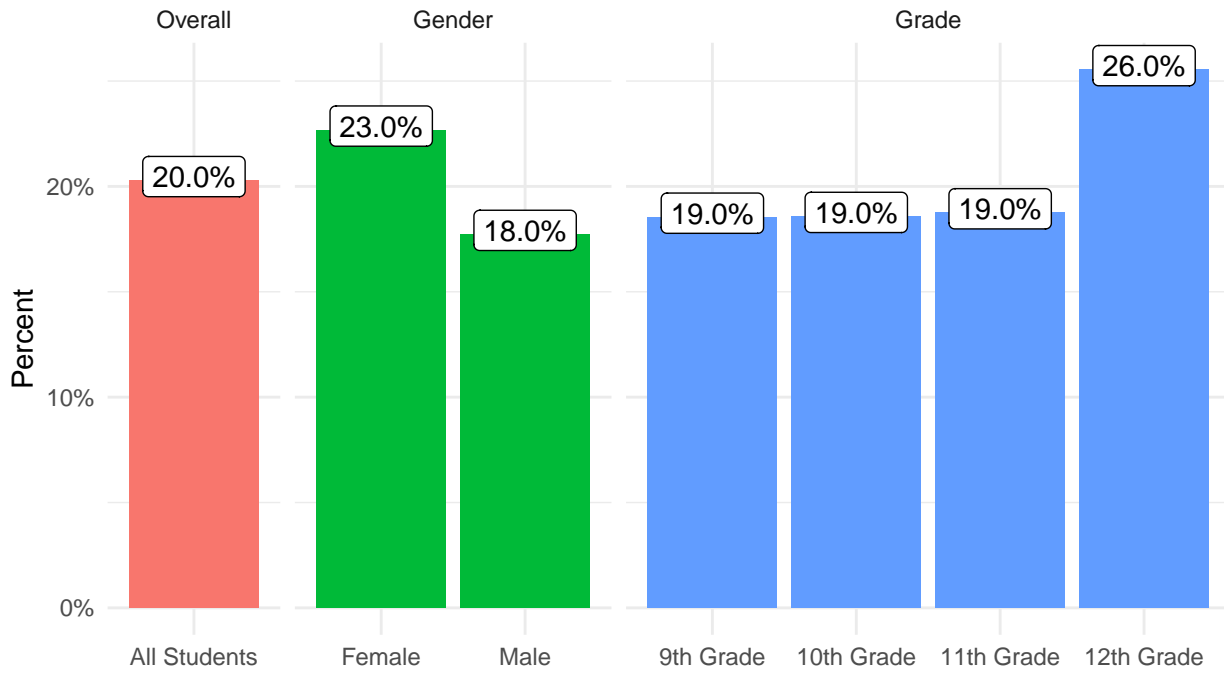
The following percentages of students had a family member or friend who became very sick or died due to COVID-19:

- Students who knew anyone who got sick or died from COVID-19: **55%**
- Students who knew 1 to 4 people who got sick or died from COVID-19: **45%**
- Students who knew 5 or more people who got sick or died from COVID-19: **10%**

The information from above is displayed in greater detail on the following charts.

Parent or Other Adult Lost Job

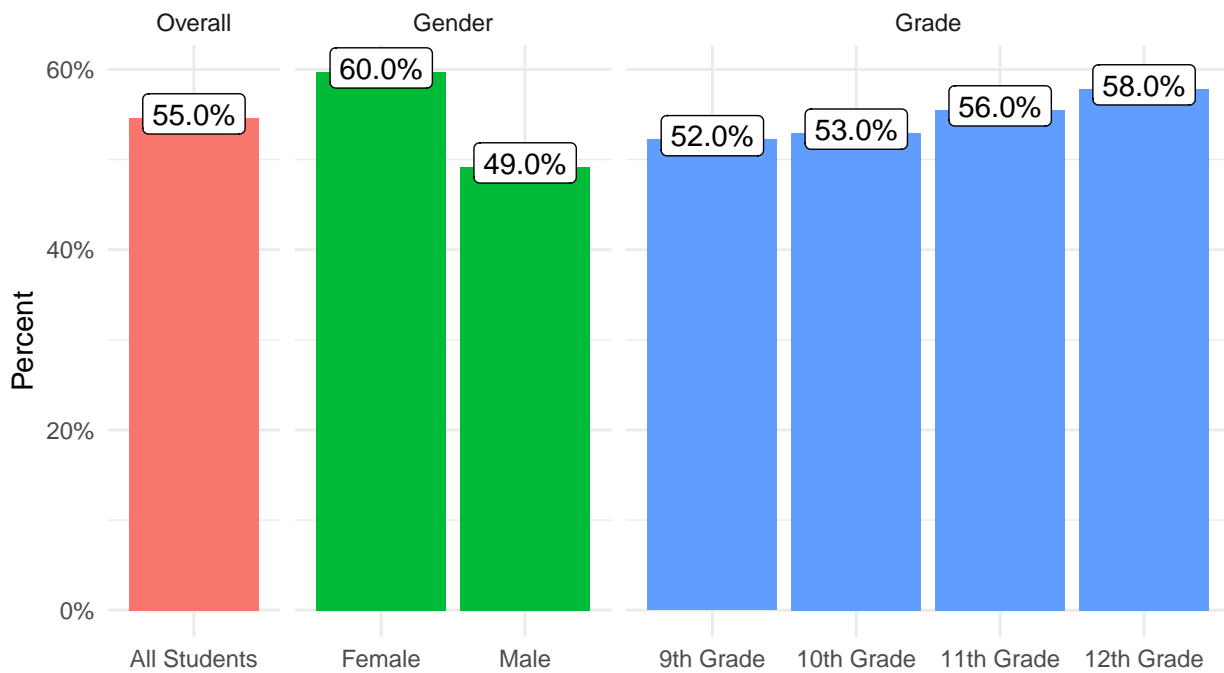
Students reporting that a caregiver lost their job during the COVID-19 pandemic



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COVID-19 Sickness and Death

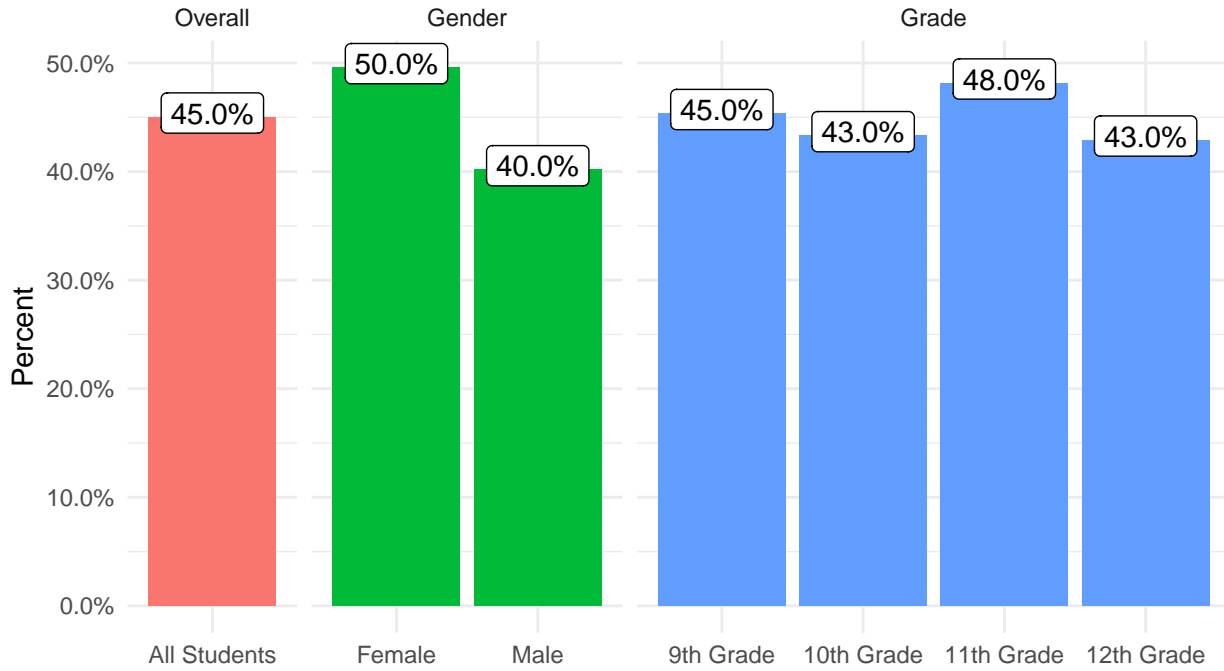
Students who knew at least one person who got very sick or died from COVID-19



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COVID-19 Sickness and Death

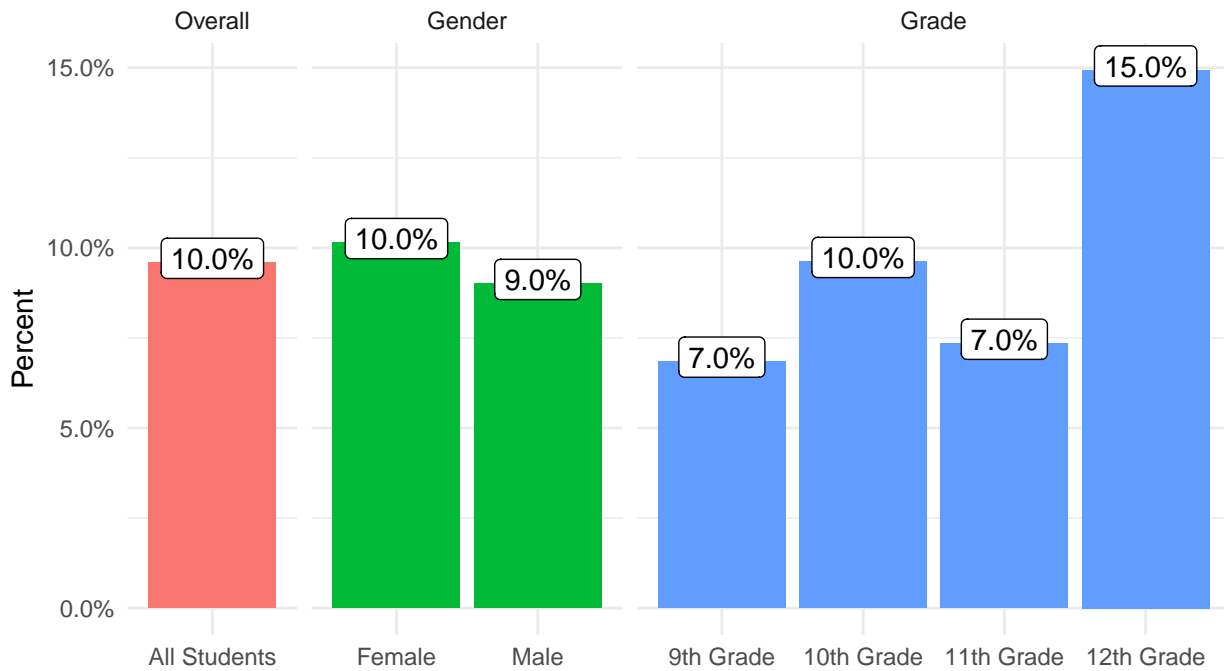
Students who knew between 1 and 4 people who got very sick or died from COVID-19



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COVID-19 Sickness and Death

Students who knew 5 or more people who got very sick or died from COVID-19



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HIGHER RISK POPULATIONS AT A GLANCE

This section highlights several different subgroups of students whose results tend to indicate that they are more vulnerable than their peers. Disparities in risk or vulnerability are not set in stone; young people in these groups, like their peers, are responsive to welcoming environments and supportive adults. Schools and communities can therefore make efforts to improve outcomes and reduce current disparities.

This section is intended to provide a snapshot of some of the elevated risk areas faced by marginalized or vulnerable students, with an emphasis on areas that might be of particular interest to educators and school administrators. The same four questions are displayed for each subgroup here:

- Their sense of school belonging
- Whether they have experienced bullying in the past year (either in person or online)
- Whether they have a teacher to talk to
- Whether they indicated any mental health concerns

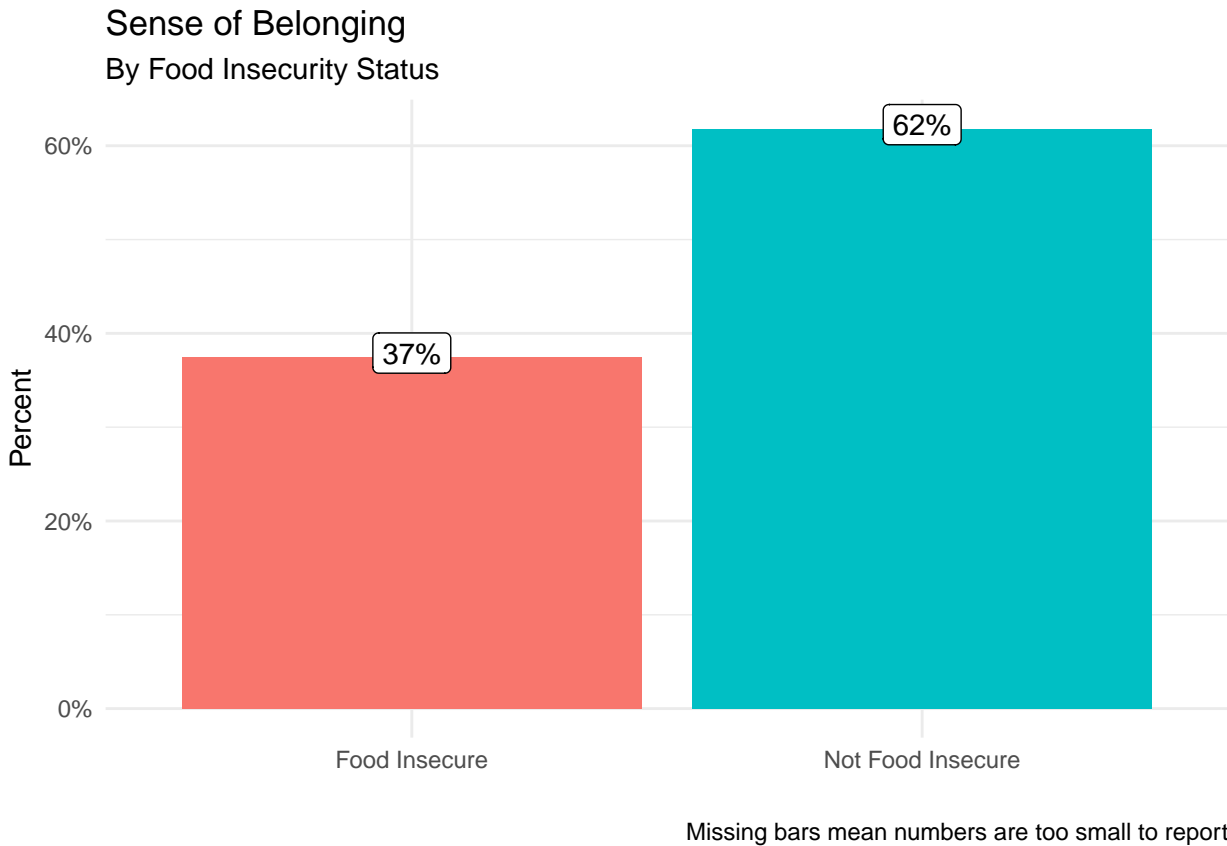
Mental health concerns include students who answered affirmatively to one or more of the questions about anxiety, depression, non-suicidal self-harm, and suicidal thoughts and behavior.

Note that the same data suppression rules governing the rest of this report, help to ensure the privacy of students from these higher risk populations. If your school had few responses from students identifying in any of these categories, you may not have data for this section.

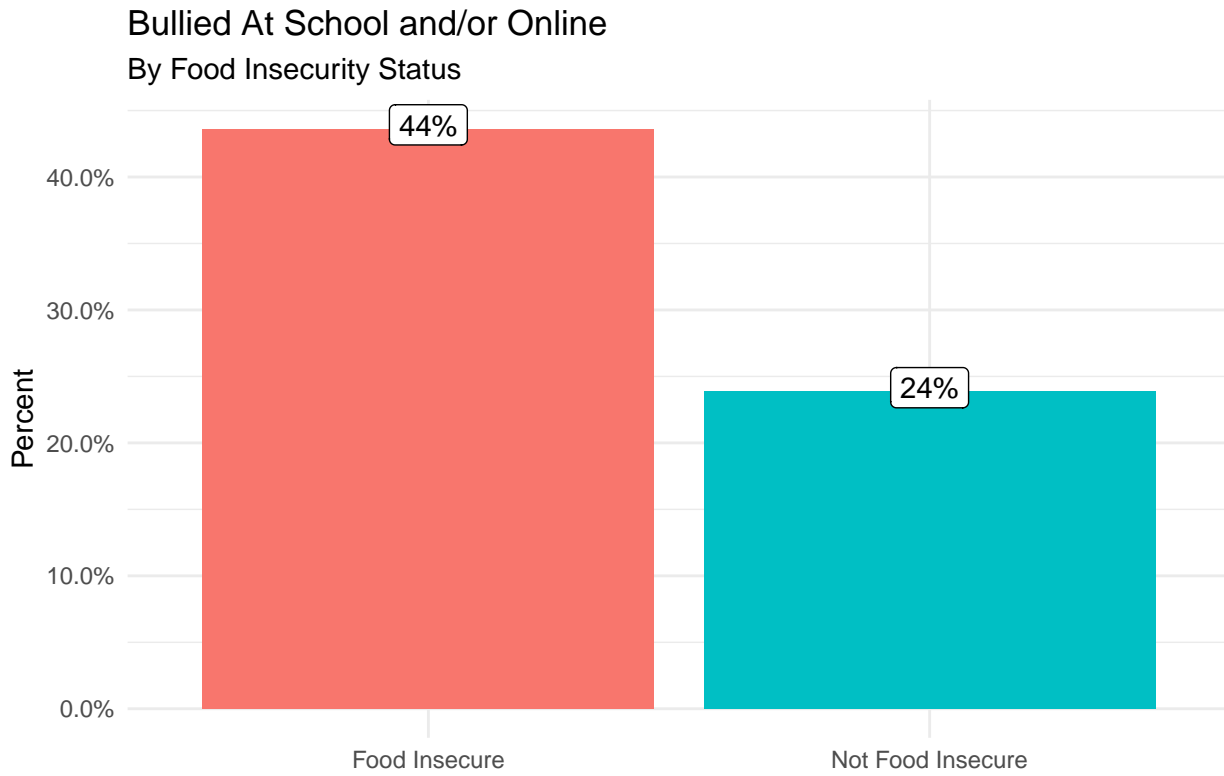
For more information on the responses of the subpopulations covered here, see the question-by-question tables at the end of this report.

Food-Insecure Students At A Glance

Students living in poverty or with very limited means face increased stresses and risks, compared to their peers. The closest YRBS proxy measure for such students is whether or not they experienced hunger in the past month because there was not enough food at home. Students who indicated that they had experienced such hunger are included in the “Food Insecure” category. Students who had not experienced such hunger are included in the “Not Food Insecure” category.



Living with poverty and scarcity can easily make young people feel like outsiders. This can be particularly pronounced during adolescence, when young people are trying to fit in. The chart above shows the sense of belonging among students who went hungry due to lack of food in the home in the past month (the “Food Insecure” bar on the left) versus the sense of belonging among students who did not face such food insecurity.

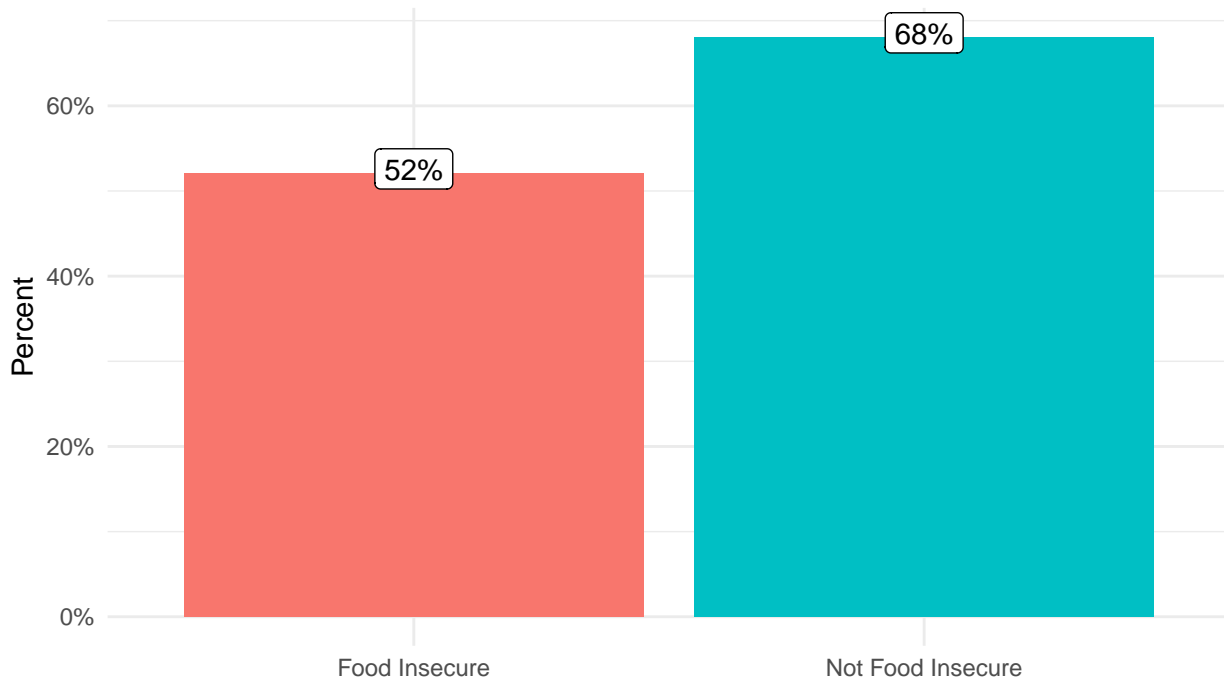


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Class differences provide clear status markers that can become the target of bullying. Students who are hungry and highly stressed by the ongoing insecurity of poverty might also have fewer mental and emotional resources to deflect or withstand taunts, which can increase their likelihood of being bullied.

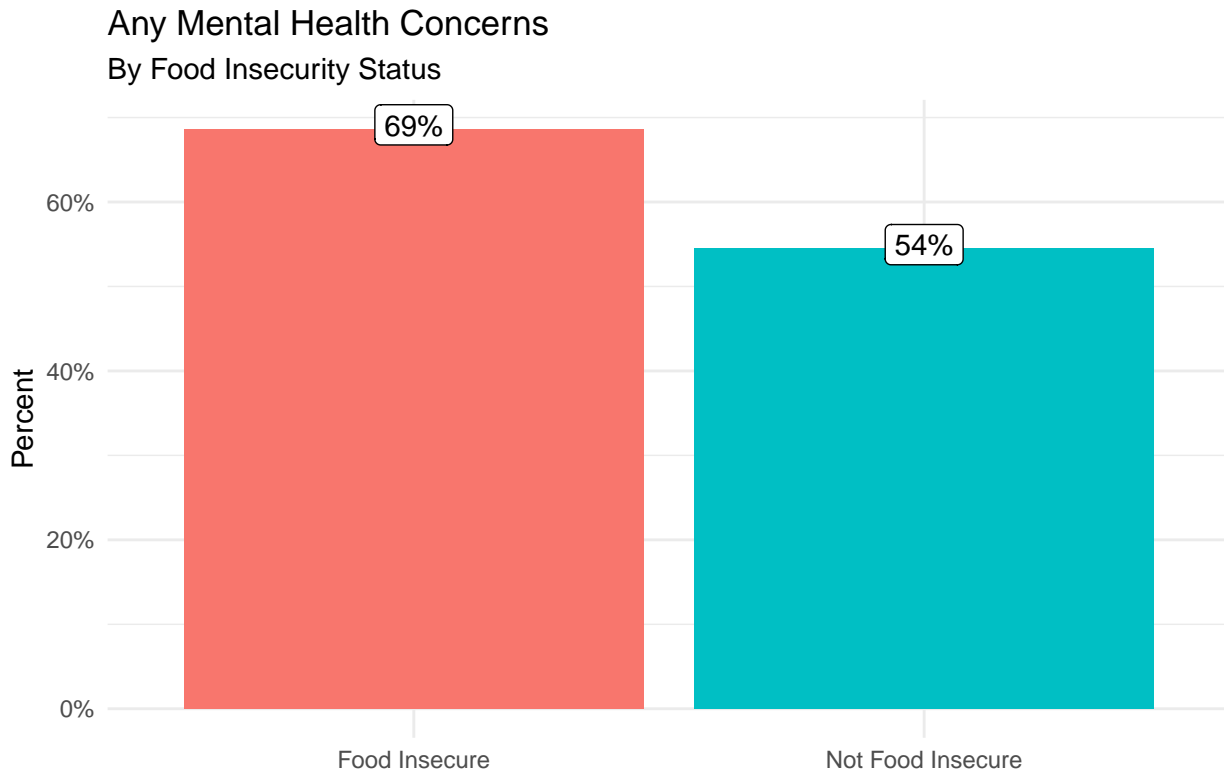
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Food Insecurity Status



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Students who lack enough to eat at home are facing a level of stress and strain not faced by most adults. These students therefore have a high need for supportive teachers, school counselors, school administrators, and other adults. However, these students tend to be less likely than their peers to say that they have a teacher or other adult at school in whom they could confide.

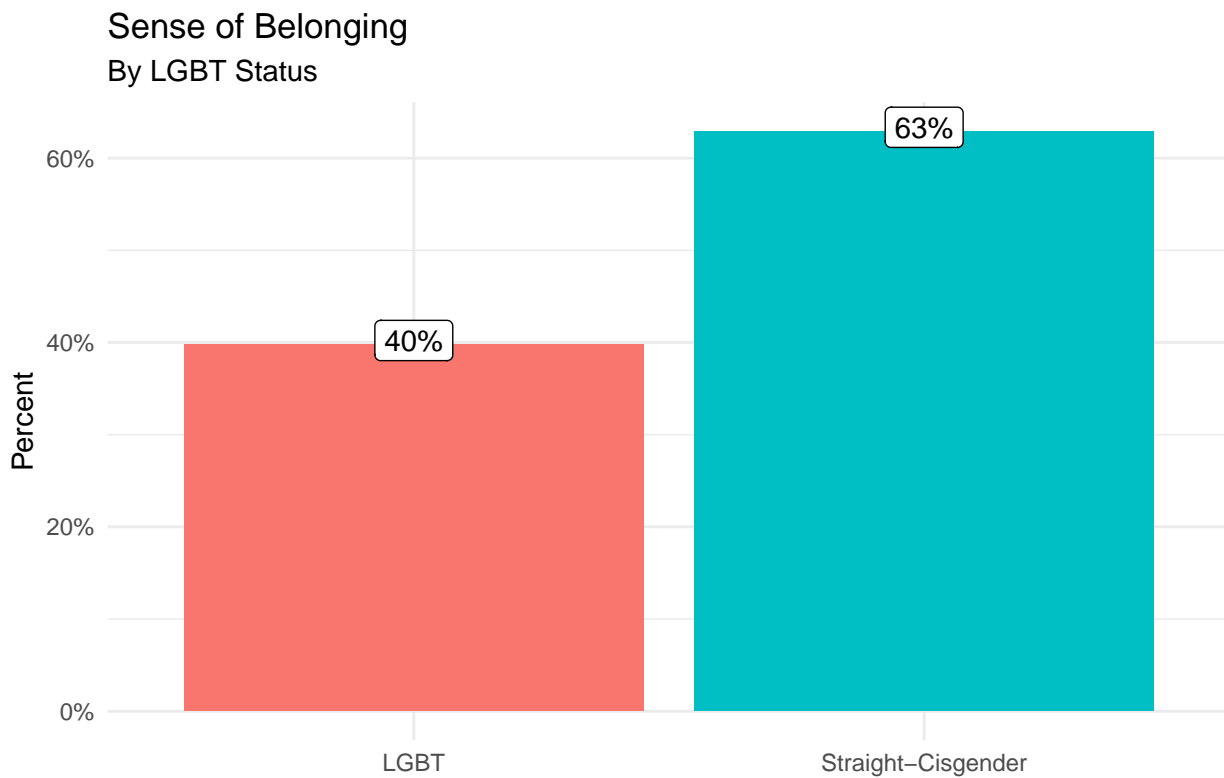


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Poverty and food insecurity take a toll on mental health as well as physical health, especially when many of the people around you do not seem to be facing the same kinds of economic challenges. Worrying about having and maintaining basic necessities; being concerned for parents, siblings, or other family members; seeing others grasp opportunities that elude you and constantly fighting the shame and stigma that our society assigns to people facing poverty, can all take a toll on a young person’s mental and emotional wellbeing. The chart above shows the percent of food insecure vs. not food insecure students who reported anxiety, depression, self-harm or suicidal ideation or behavior.

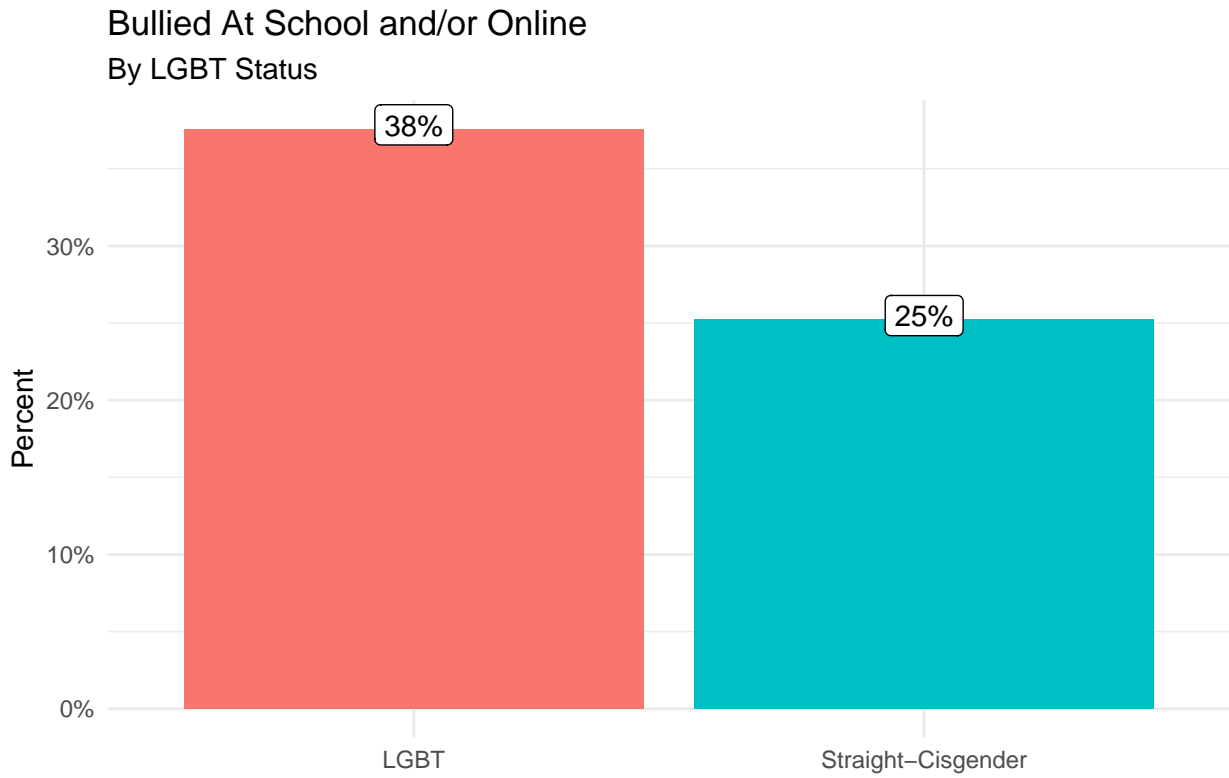
LGBT Students At A Glance

Students who identify as Lesbian, Gay, Bi-sexual, or Transgender (LGBT) tend to be at higher risks than their peers in a number of areas. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health concerns. LGBT status was based on two YRBS questions: one asking about sexual orientation and the other about gender identity (i.e., transgender vs. cisgender). Students were characterized as “LGBT” if they identified in the YRBS as one or more of the following: lesbian, gay, bisexual, transgender. Students who explicitly identified as straight (in the sexual orientation question) and “not transgender” (in the gender identity question) are the comparison group. Students did not have to answer both questions to be included in the analysis, but if they did answer both questions their answers were only included in this analysis if they could clearly and consistently be assigned to LGBT or Straight/Cisgender. Ambiguous responses (e.g. “not sure”) were not used for this particular analysis.



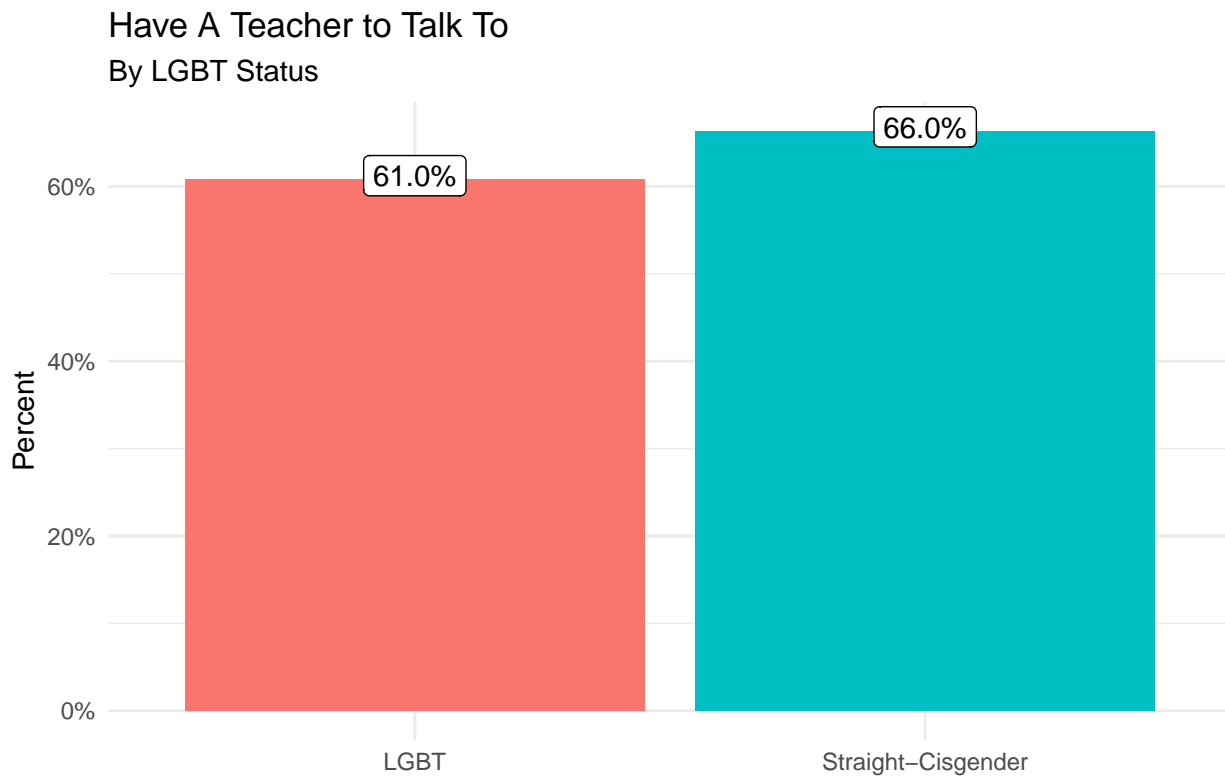
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LGBT students tend to have a lower sense of belonging than their peers. However, school climate and culture can influence students’ sense of belonging. Thus, school officials who are concerned about this disparity might look for ways to positively impact school climate overall and for LGBT students in particular.

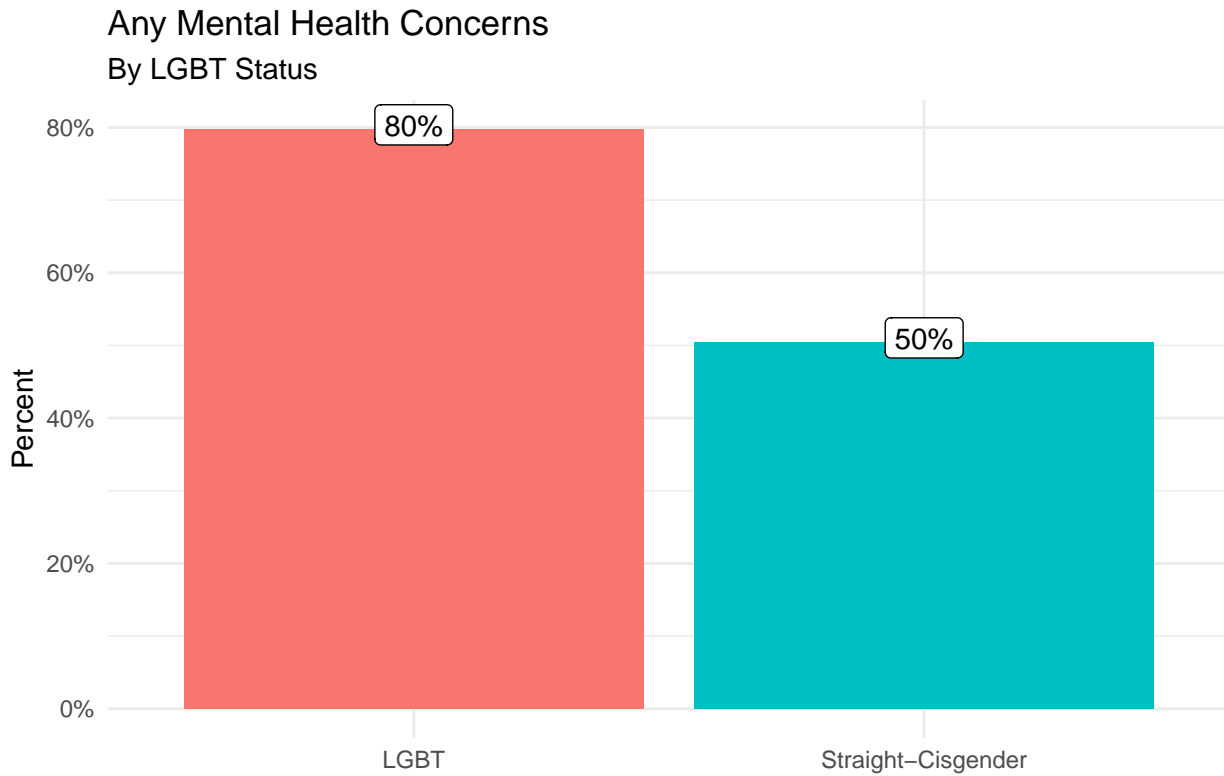


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The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.



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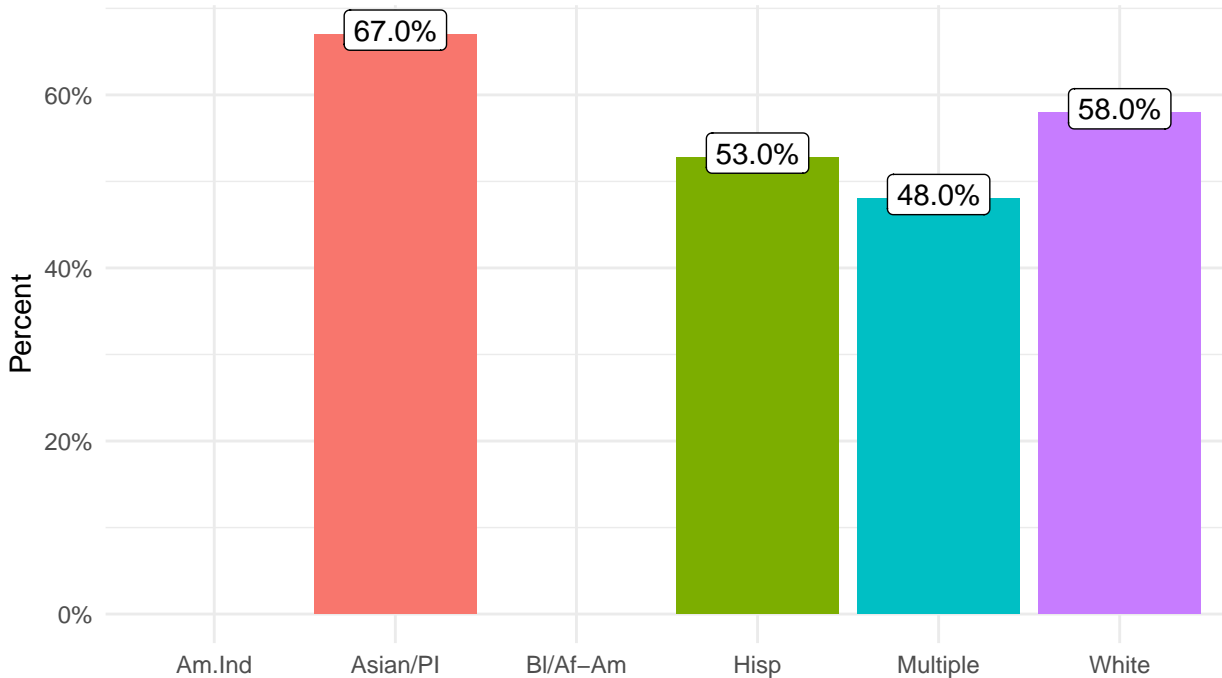
LGBT students tend to report higher levels of mental health concerns. They also tend to report fewer protective factors and higher levels of bullying, harassment, marginalization and violent victimization—all of which affect mental and emotional wellbeing (see e.g. Kann et al. 2016). The chart above covers students who answered affirmatively to one or more of the YRBS questions on depression, anxiety, non-suicidal self-harm, and suicidal ideation and behavior. Breakdowns for the individual questions can be found in the question-specific in the appendix.

Information for schools on how to support LGBT students can be found at <https://dpi.wi.gov/sspw/safe-schools/lgbt>.

Students of Color At A Glance

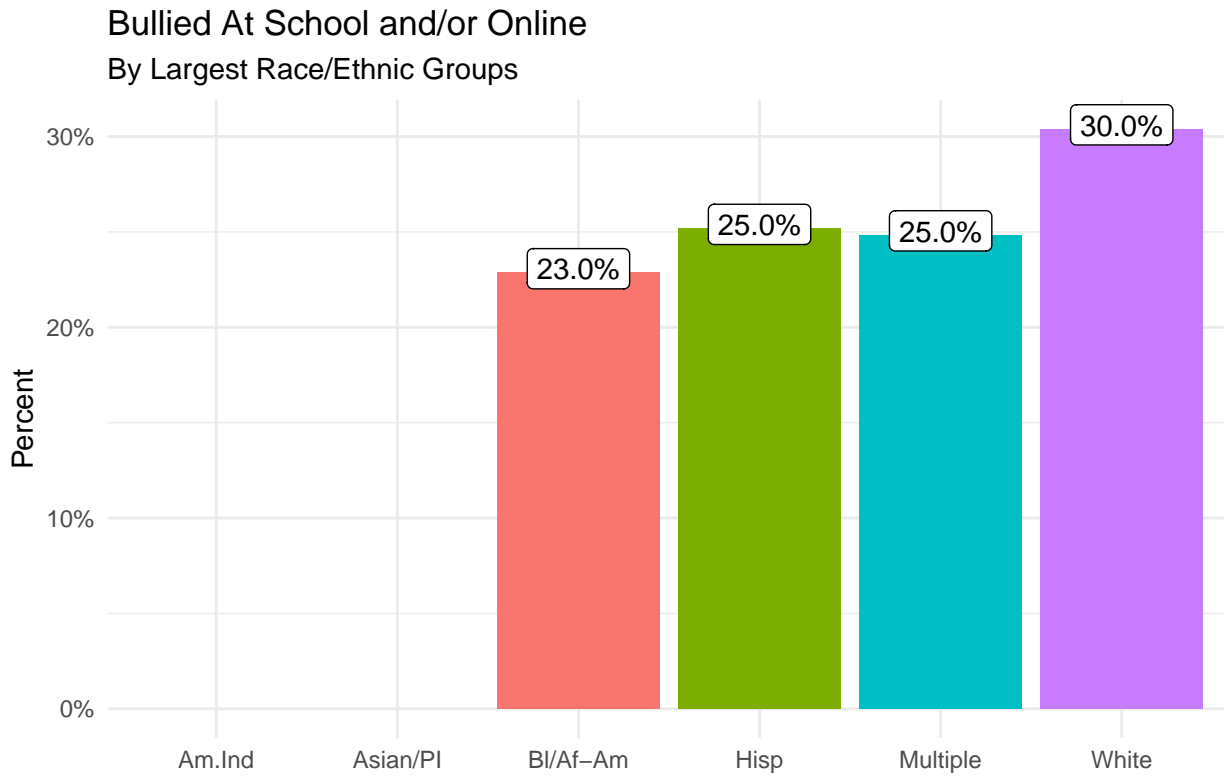
The Department of Public Instruction acknowledges that there are pronounced educational disparities along racial and ethnic lines in Wisconsin. The DPI is committed to addressing such disparities and promoting educational equity. The YRBS helps show some of the non-academic factors that are also relevant to helping all Wisconsin students graduate college and career ready.

Sense of Belonging
By Largest Race/Ethnic Groups



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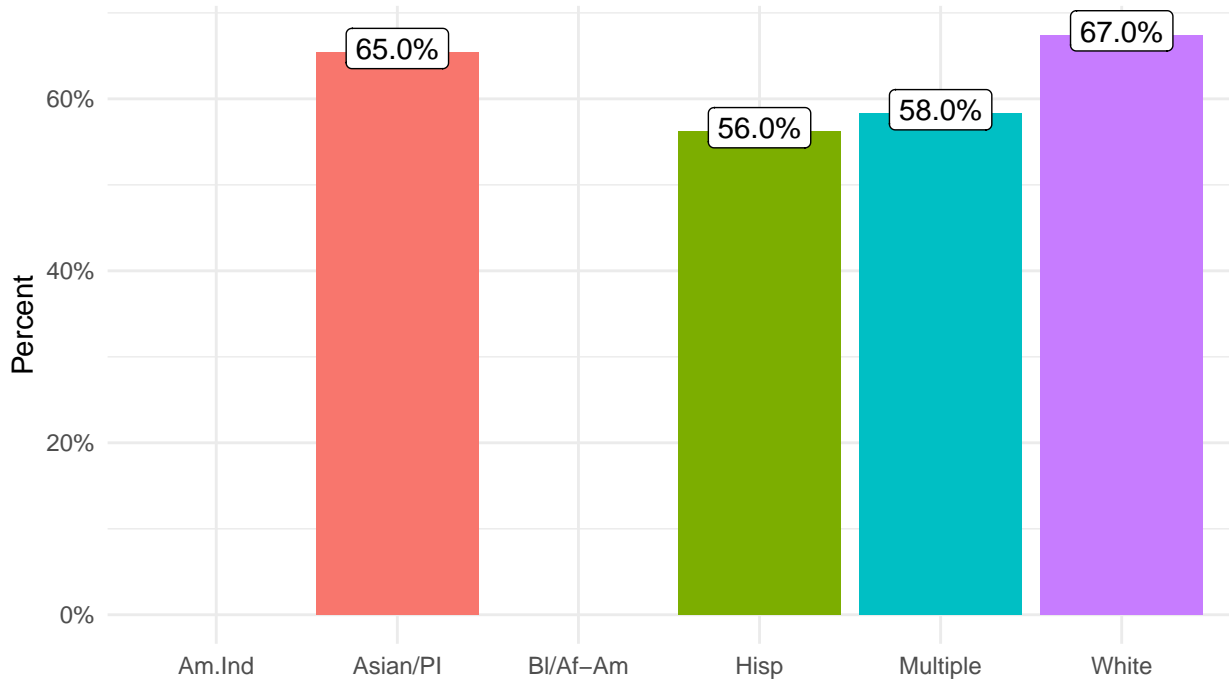
Students' sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices and data for signs of bias or disparities; ensuring that students of color are encouraged to take challenging courses and are offered the same preparation as their peers; ensuring that the school practices and curricula are inclusive; and incorporating student feedback into school change efforts.



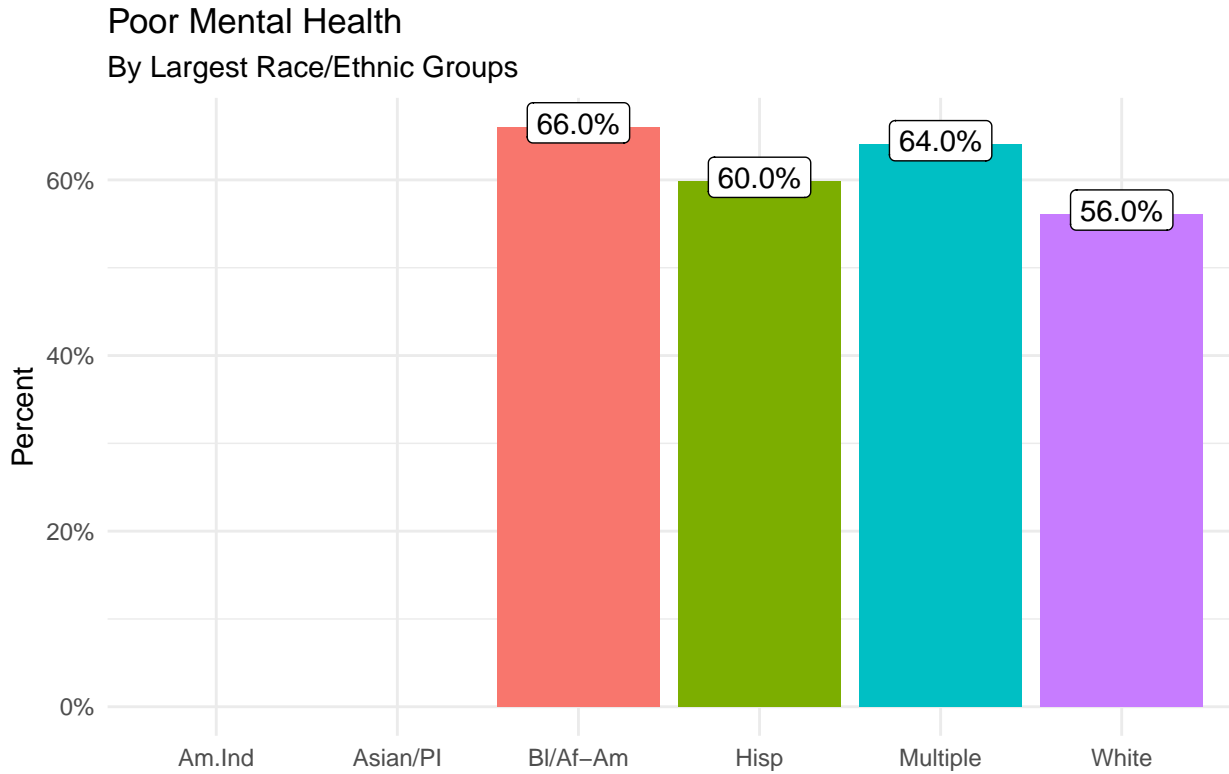
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The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Largest Race/Ethnic Groups



Missing bars mean numbers are too small to report



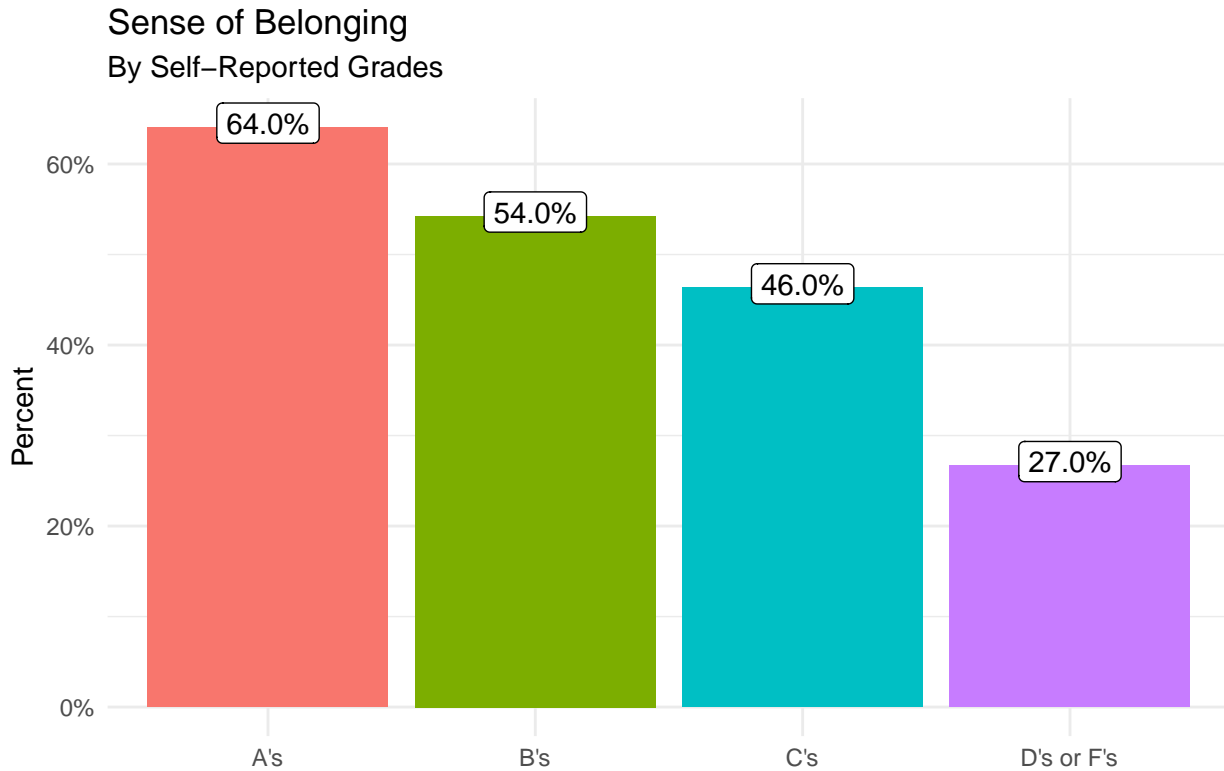
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Wisconsin’s statewide 2017 and 2019 YRBS results found notable mental health disparities for students of color (statewide 2021 results were not yet available at the time of this report). For instance, the Center for Disease Control and Prevention’s Youth Online analysis tool (<https://nccd.cdc.gov/Youthonline/App/Default.aspx>) shows that African American students in Wisconsin are more likely to have planned a suicide attempt than the national average for African American students (from the national 2017 YRBS; statistically significant at the .05 level). Knowing that some students of color report higher rates of anxiety, depression, non-suicidal self-harm and suicidal thoughts behavior than their peers might help teachers and school officials to be alert to signs of both externalizing and internalizing behavior that could indicate distress. For the specific breakdown of the prevalence of all mental health-related questions, see the question-specific tables at the end of this report.

For more information on how schools can support students of color and become more equitable, see <https://dpi.wi.gov/rti/equity>.

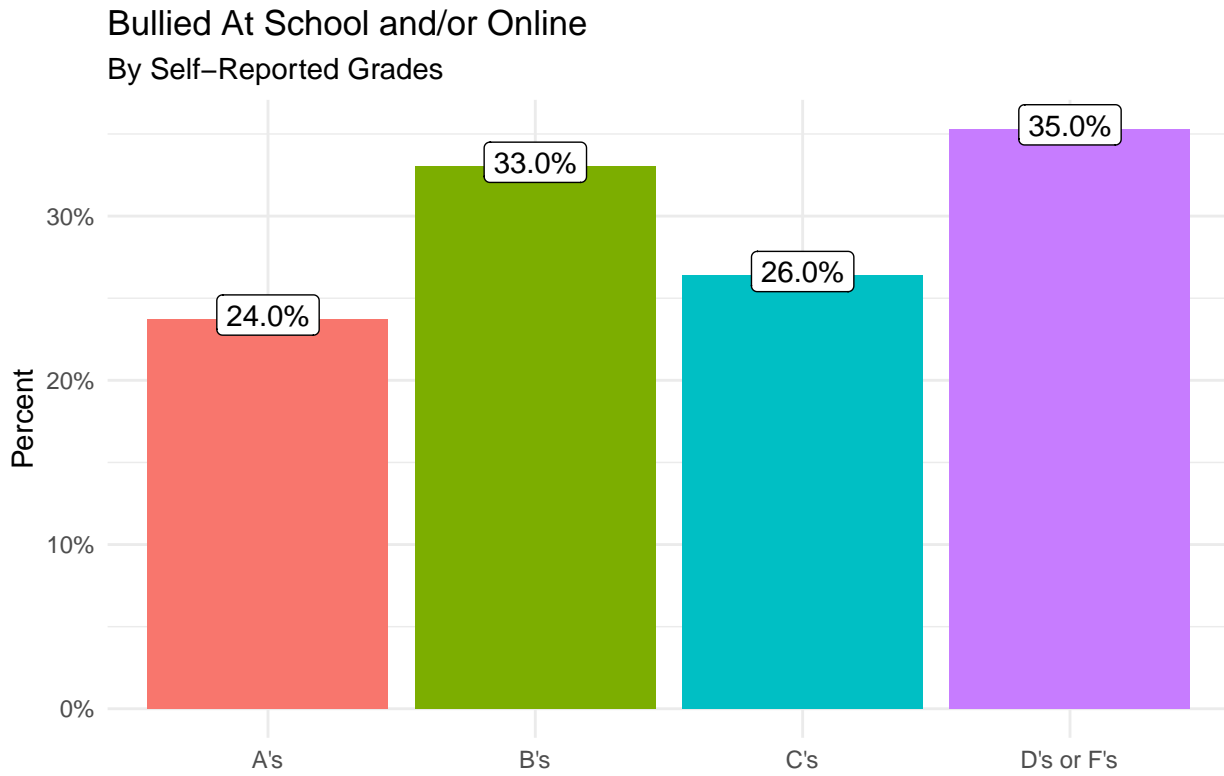
Students with Low Grades At A Glance

The YRBS asks students to self-report whether they get “Mostly A’s”, “Mostly B’s”, etc. Responses to that question form the basis for the information in this section. The YRBS is a stand-alone, anonymous survey. Therefore, no school records on student grades are ever used. The way the survey is conducted prevents any such use.



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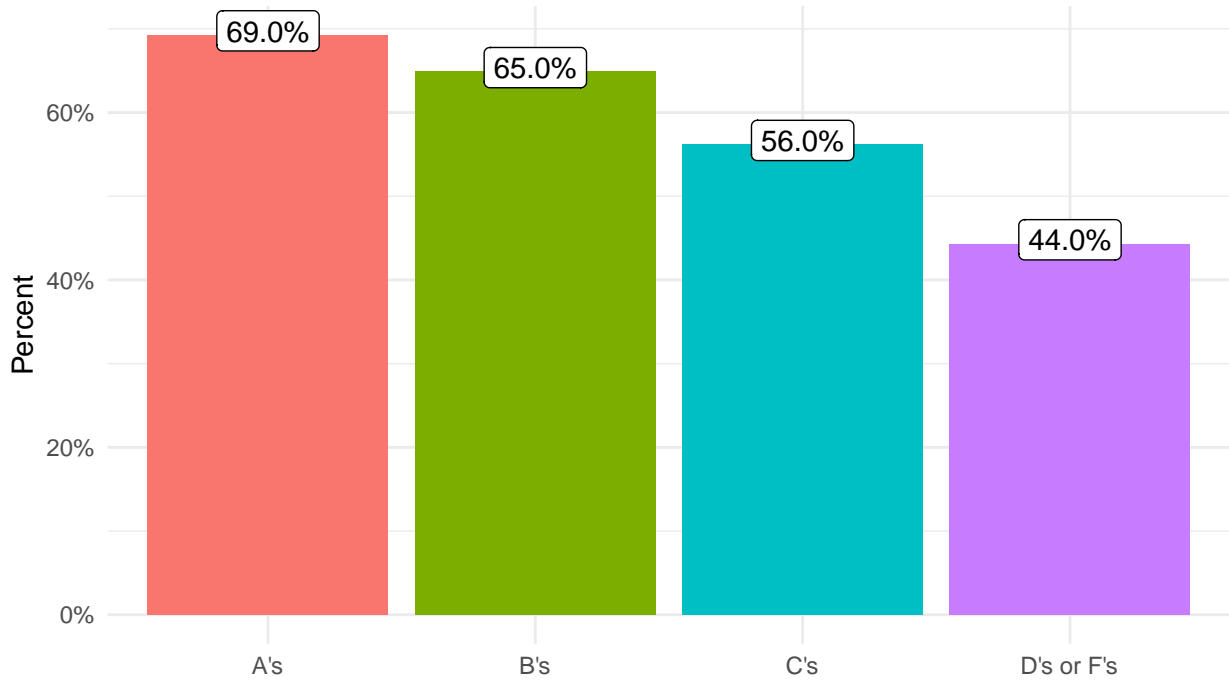
School belonging and grades are often related. Perhaps it’s not surprising that students who feel less academically inclined, are oftentimes less likely to feel like they belong at school. At the same time, it’s also possible for students’ grades to go down when they feel excluded, marginalized, or just disengaged from school. Schools that provide an array of courses (including the arts and career and technical courses) and extracurricular activities, can help to address this issue.



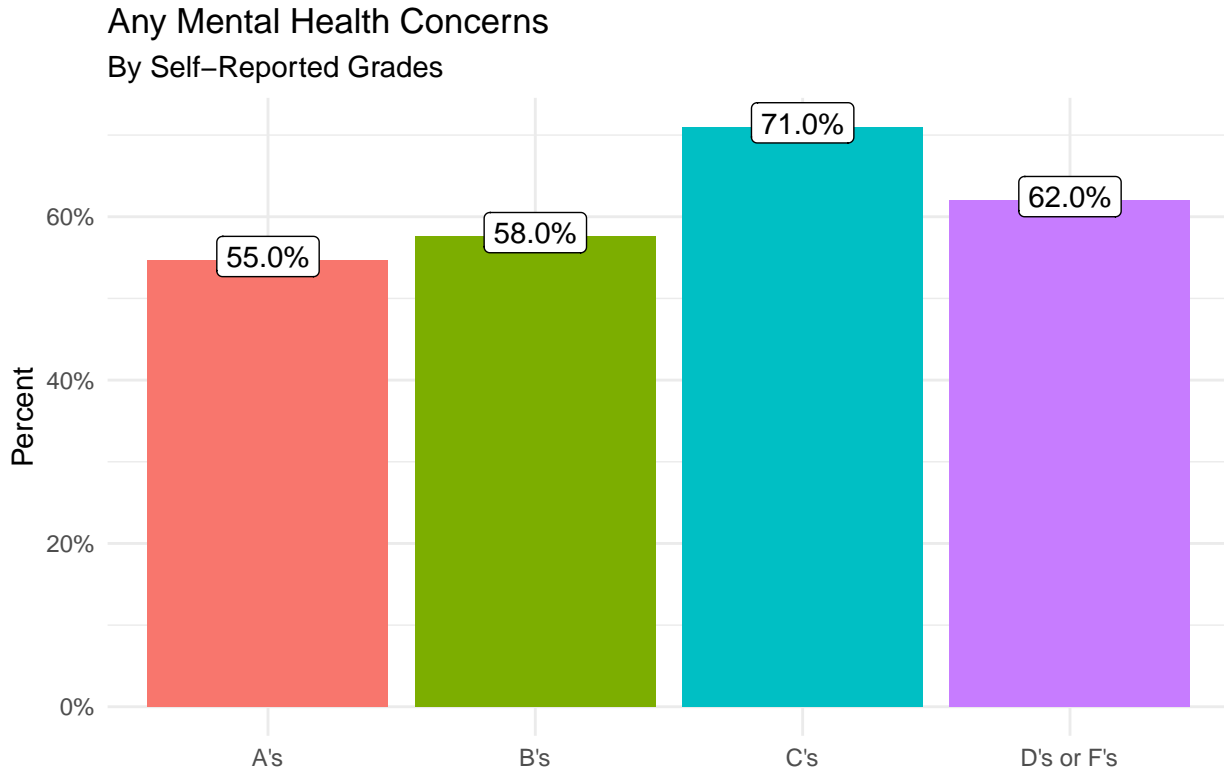
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The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Self-Reported Grades



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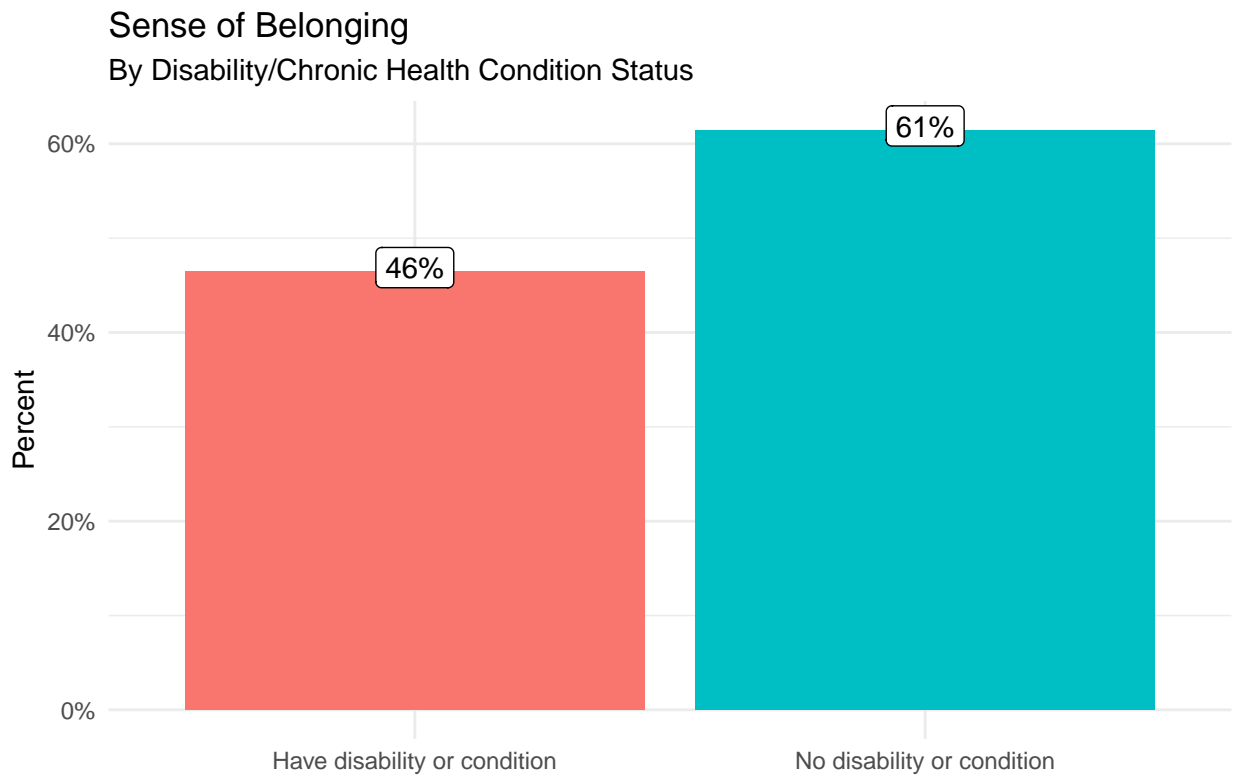
The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. Wisconsin’s 2019 statewide YRBS showed that students with poor grades reported worse mental health outcomes, including anxiety (Wisconsin’s 2021 results have not been released as of the date of this report). Being anxious or depressed can make it hard to learn and to follow through on steps such as studying, completing assignments, and turning them in. Similarly, the experience of consistent failure or low performance can exacerbate feelings of depression and anxiety. Teachers and school officials who consider mental wellbeing as a possible factor behind student performance, might be better positioned to route students to resources and to reinvest in low-performing students.

For the specific breakdown of the prevalence of self-reported depression, anxiety, and non-suicidal self-harm, as well as the questions on suicidal ideation and behavior, see the question-specific tables at the end of this report.

Students with Physical Disabilities At A Glance

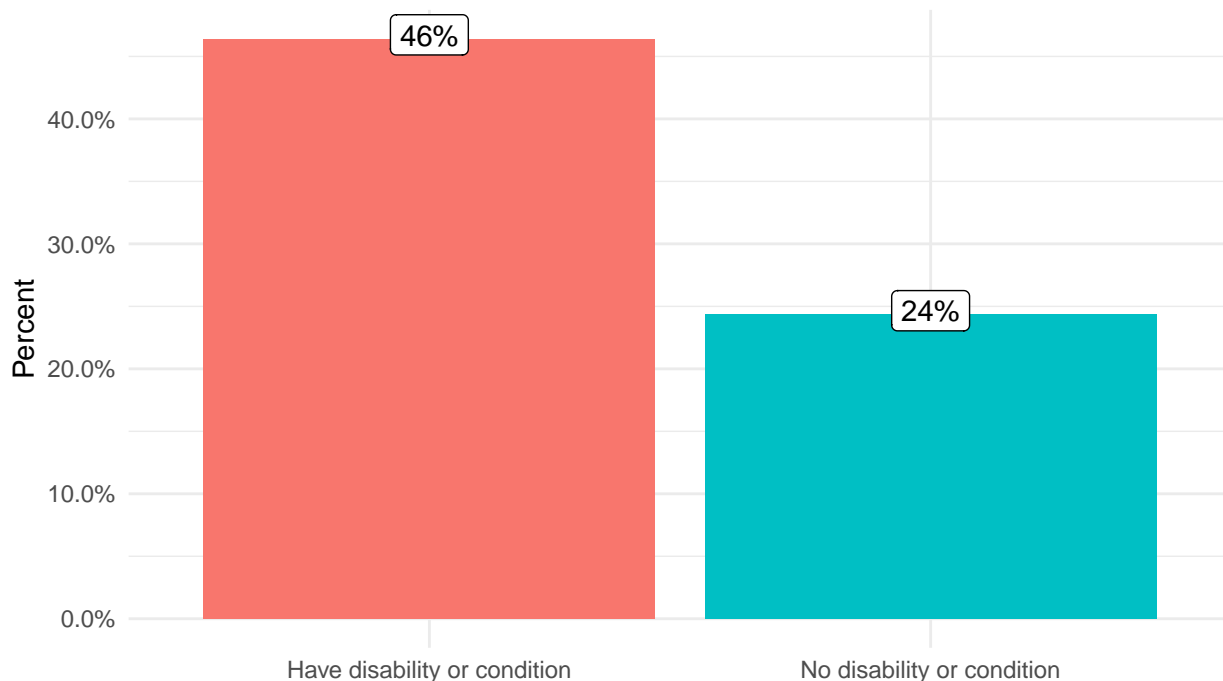
The YRBS asks students whether they have a physical disability or chronic health condition. Students who answered affirmatively are contrasted here with those who said they did not have such a condition. (*No health records or other sources beyond student responses to this YRBS question are used; student YRBS responses are anonymous and confidential.*)

In general, students who are dealing with disability or chronic illness tend to report more signs of strain and fewer protective factors than their peers. It is also worth noting that in general, people with disabilities are more likely to be victims of violence and abuse than their peers (see e.g. Everett Jones and Lollar, 2008).



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Bullied At School and/or Online
By Disability/Chronic Health Condition Status

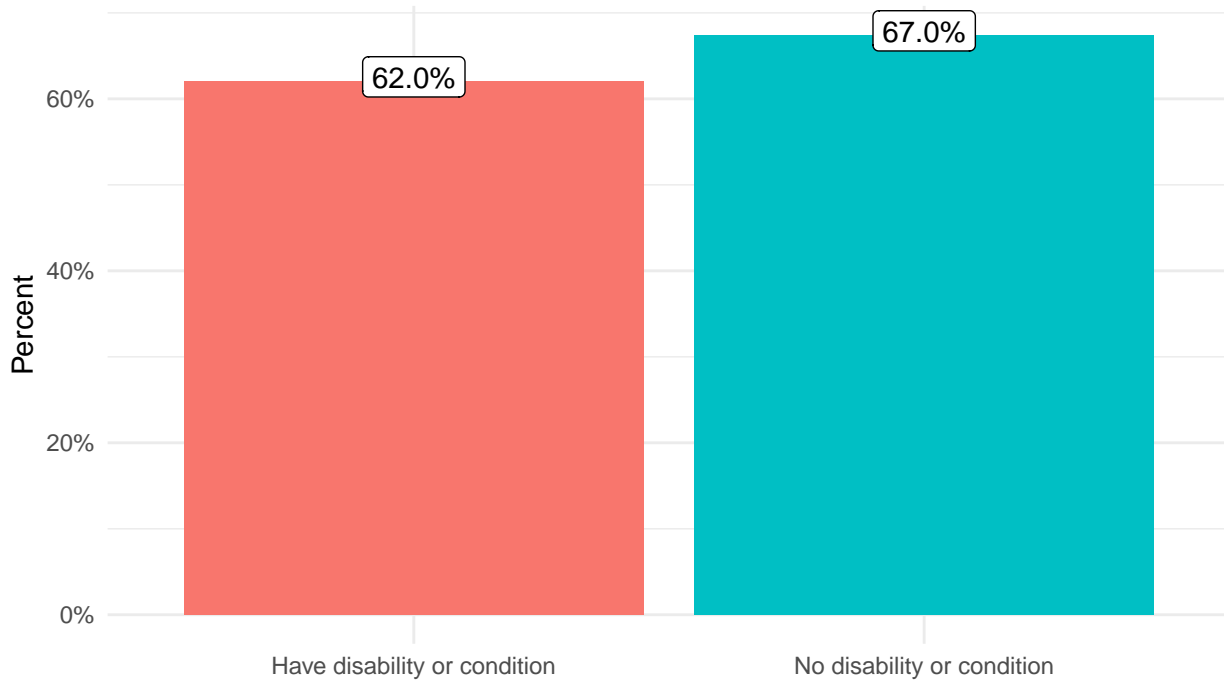


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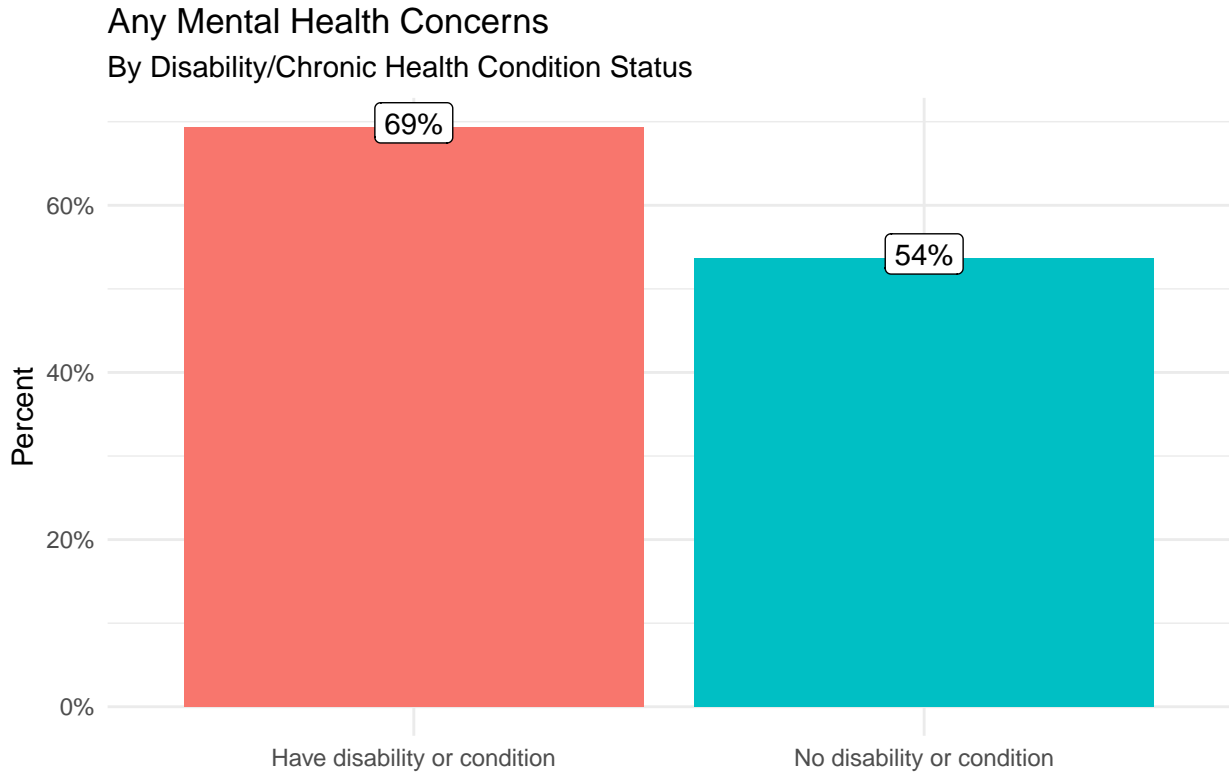
As described above, people with disabilities are more likely to experience violence and abuse than people without disabilities (see e.g. <https://www.stopbullying.gov/sites/default/files/2017-09/bullyingtipsheet.pdf> and <https://www.stopbullying.gov/bullying/special-needs>). Additionally, students who have experienced other forms of violence or abuse are at an increased risk of bullying. Those factors, plus the general tendency for students to be targeted for bullying based on lower status or perceived differences, can contribute to potentially higher rates of bullying among students with physical disabilities or chronic health conditions.

The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Disability/Chronic Health Condition Status



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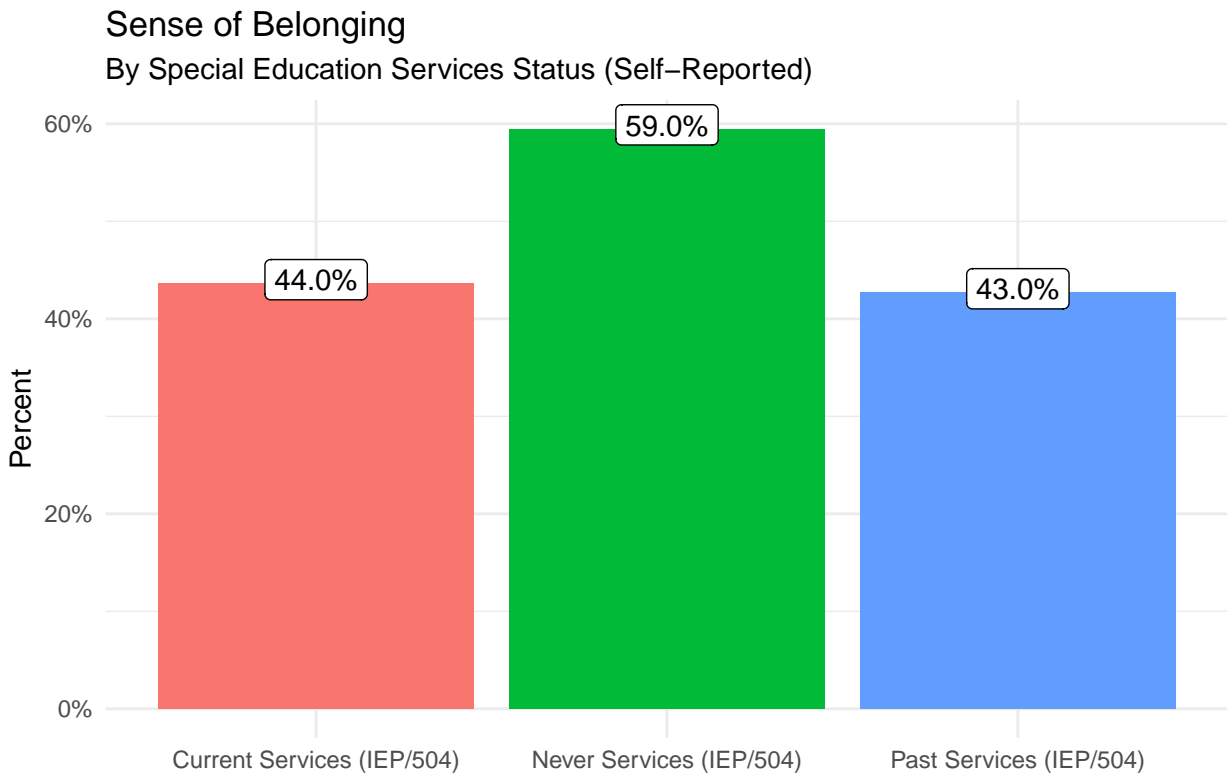
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The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. (For the specific breakdown of the prevalence of mental health questions, see the question-specific tables at the end of this report.) Physical wellbeing and mental wellbeing are related. If students with disabilities or chronic health conditions feel physically unwell, that can take a toll on their mental health as well. Feeling lonely, marginalized, or being victimized can of course also affect mental health. Schools that help students with health issues to become involved in appropriate physical activity, ensure that such students are connected to staff and are academically challenged, and highlight examples of people with disabilities or health conditions in their curricula, can help with students' general wellbeing. Such steps can complement (not replace) access to mental health care, where appropriate.

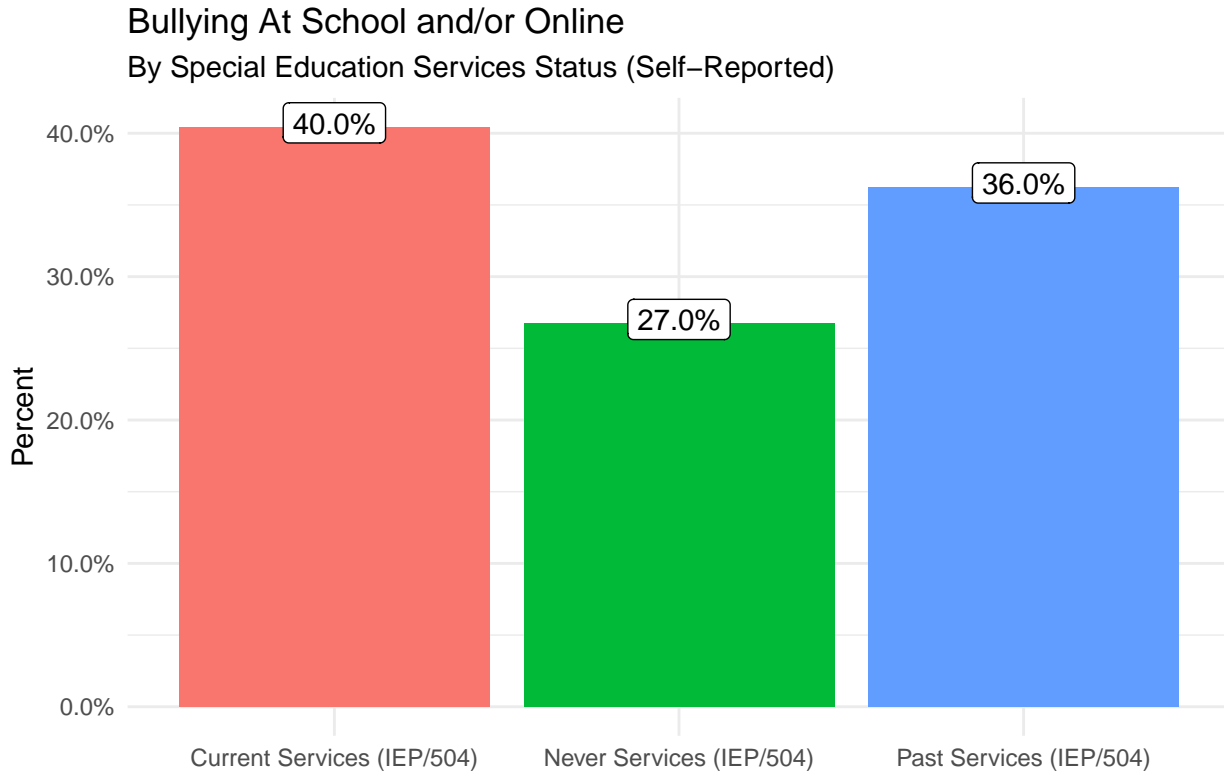
Students with Special Education Services At A Glance

Wisconsin’s 2021 statewide and local YRBS surveys included a question asking students whether they currently receive special education services or had an individualized education plan (IEP) or 504 plan. Students could answer: “A. Yes, I do”; “B. Not anymore, but I used to”; “C. No, and I never have”; or “D. Not sure”. Students who answered “A. Yes, I do” are categorized here as “Current Services”. Students who answered “B. Not anymore, but I used to” are categorized here as “Past Services”. Students who answered “C. No, and I never have” are categorized here as “Never Services”. Students who answered “D. Not sure” are not included in the charts below, as their response was ambiguous.

Schools were encouraged to survey students with IEPs whenever possible and appropriate. However, it should be noted that some students with IEPs were most likely exempted from taking the YRBS, because the reading level was not appropriate for them or due to other, similar considerations. Thus, the students who indicated IEPs here most likely represent a particular subset of students receiving special education services, in that they are the students who teachers believed were most capable of completing the survey. For that reason, it’s likely that any differences reported here actually understate the differences between students with IEPs overall and their peers. Regardless, it should be noted that the numbers would likely be different if all students with IEPs/504 plans were able to participate.



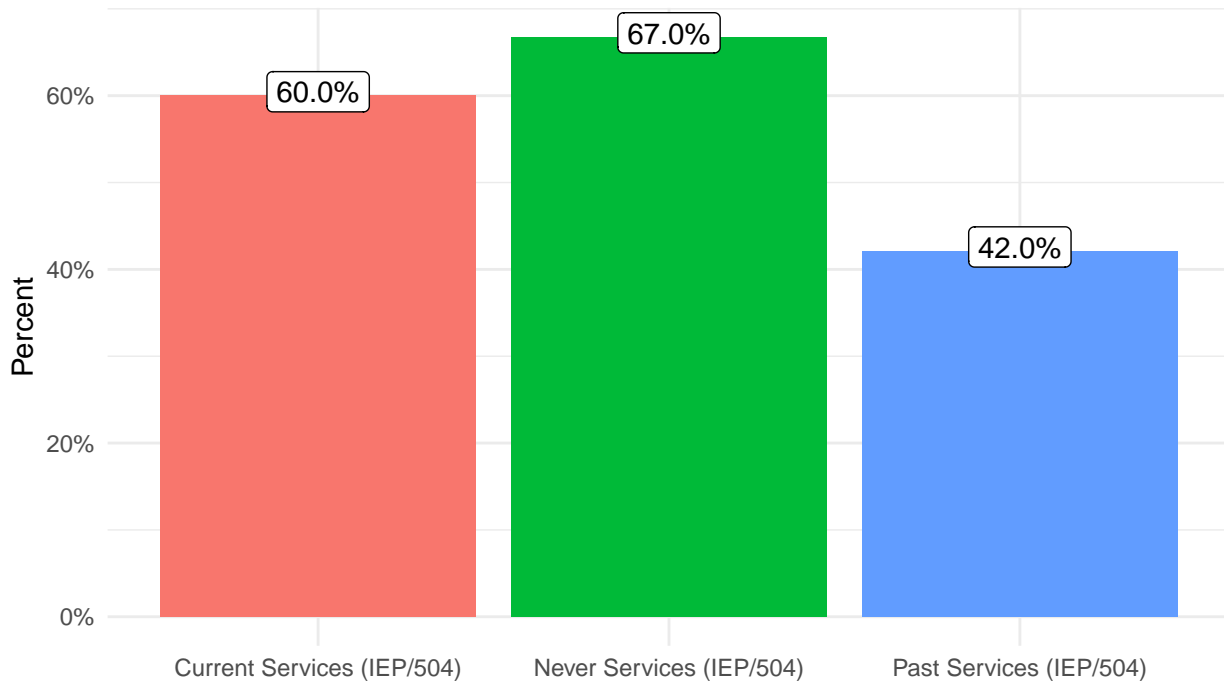
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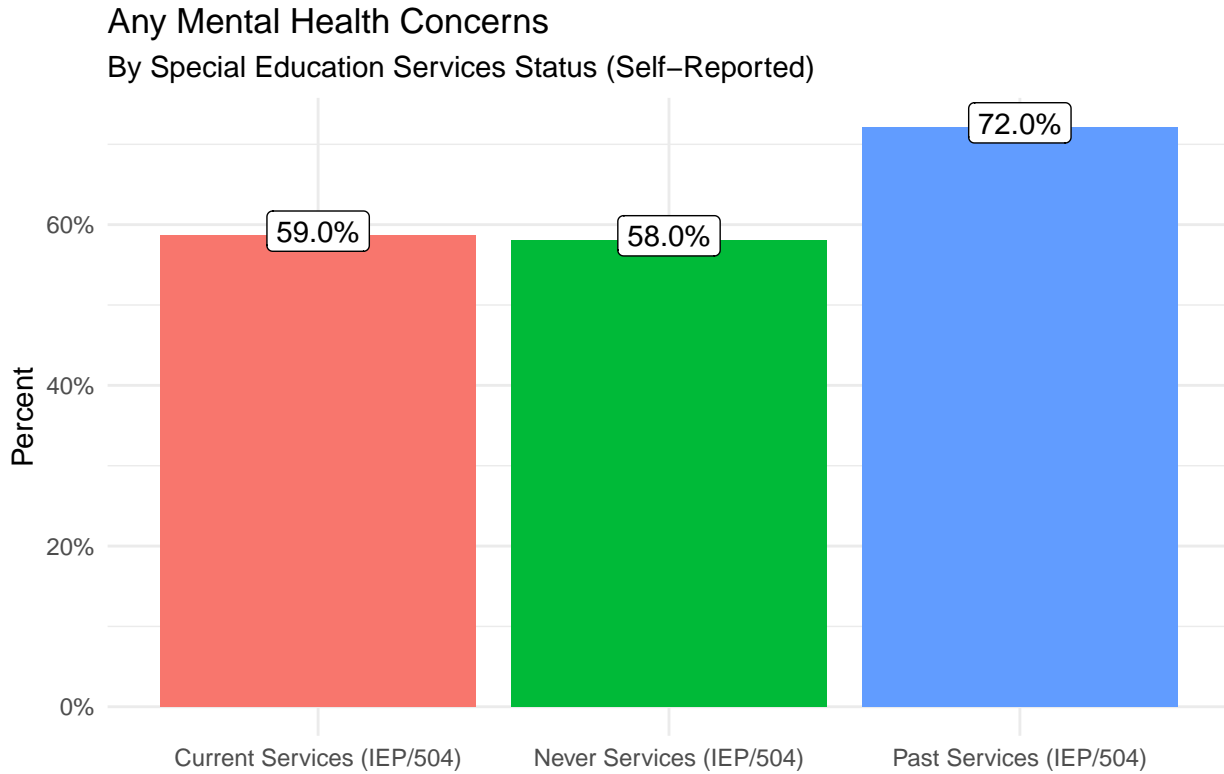
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The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both. In general, students with conditions related to special education services are often at higher risk for bullying. See e.g. <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>

Have A Teacher Or Other Adult at School To Talk To By Special Education Services Status (Self-Reported)



Missing bars mean numbers are too small to report



Missing bars mean numbers are too small to report

The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. For the specific breakdown of the prevalence of mental health questions, see the question-specific tables at the end of this report.

What helps?

While many factors affect student wellbeing and behavior, there are ways that schools can help. Students who feel seen, supported, included and challenged tend to have better academic and health outcomes. All members of a school community can contribute to a more supportive and inclusive environment through:

- Strong, responsive adult leadership at the district, school, and classroom level
- Having a wide variety of free, readily accessible extracurricular and co-curricular activities that appeal to different types of students, including students with disabilities
- Supportive student programs and organizations. Programs such as Link Crew help students through transitions, while student organizations (e.g., Gay/Straight Alliances (GSA's) or other supportive student groups) offer opportunities for cultural expression
- Equitable access to rigorous academics that engage and push all students to excel
- Curricula that highlight the positive contributions of scholars, artists, or other historical figures who come from a variety of backgrounds, including any of the high-risk groups highlighted in this report
- Classroom practices and school policies that refrain from implicitly or explicitly targeting, shaming or denigrating any social group
- Access to mental health supports as needed
- Access to general health information and health services

For more resources and ideas, see:

DPI's Student Services, Prevention and Wellness (SSPW) Team at <https://dpi.wi.gov/sspw>

DPI's Special Education Team at <https://dpi.wi.gov/sped>

DPI's Equity webpage at <https://dpi.wi.gov/rti/equity>

APPENDIX A: QUESTION-SPECIFIC TABLES

Tables of Overall Results

The following tables display weighted YRBS variables based on the entire school's responses. They are not disaggregated in any way.

Weighted YRBS Results	
Behavior	Percent
Most of the time or always wear a seatbelt	90%
Rode with a driver who drank (past 30 days)	11%
Drove after drinking (past 30 days)	2%
Text/email while driving(past 30 days)	37%
Missed school due to safety concerns at school or en route (past 30 days)	5%
Brought a gun to school (past 30 days)	–
Threatened or injured with a weapon at school (past 12 months)	5%
Most of the time or always feel safe at school	82%
In a physical fight on school property (past 12 months)	8%
Agree/strongly agree that violence is a problem at school	16%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	15%
Ever been raped	7%
Ever been forced to do anything sexual	10%
Dating partner forced something sexual (past 12 months)	8%
Physical violence by dating partner (past 12 months)	8%
Composite measure: answered affirmatively to any sexual or dating violence question	16%
Sent, received or shared sexual photos or images (past 30 days)	16%
Bullied on school property (past 12 months)	22%
Electronically bullied (past 12 months)	19%
Composite measure: answered affirmatively to being bullied online and/or at school	28%
Agree/strongly agree that bullying is a problem at school	36%
Self-harm (past 12 months)	20%
Problems with anxiety (past 12 months)	54%
So sad or hopeless that stopped usual activities (past 12 months)	30%
Seriously considered suicide (past 12 months)	16%
Made a suicide plan (past 12 months)	13%
Attempted suicide (past 12 months)	7%
Composite measure: answered affirmatively to any of the previous six mental health questions	58%
Among students who attempted suicide, percent who received medical attention (past 12 months)	18%

¹ – means numbers too small to report at this level.

² –Composite measures combine responses across two or more questions.

Weighted YRBS Results	
Behavior	Percent
Ever tried cigarettes	10%
Among smokers, the percent who tried cigarettes before age 13	34%
Smoke cigarettes (past 30 days)	3%
Ever tried vaping/juul/e-cigarettes	24%
Vape/juul/e-cigarettes (past 30 days)	10%
Use chew, dip, other smokeless tobacco (past 30 days)	1%
Smoke cigars/cigarillos (past 30 days)	1%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	41%
Ever had an alcoholic beverage	40%
Among students who have drunk alcohol, percent whose first drink was before age 13	32%
Drank alcohol (past 30 days)	19%
Binge drink (past 30 days)	6%
Ever used marijuana	19%
Among students who tried marijuana, the percent who first tried it before age 13	8%
Use marijuana (past 30 days)	9%
Ever misused a prescription pain medicine	9%
Ever misused an over-the-counter drug	3%
Ever used heroin	–
Ever used methamphetamines	–
Were offered, sold, or given drugs on school property (past 12 months)	6%
Attended school under the influence of alcohol or drugs (past 12 months)	4%
Used any illegal drugs besides marijuana (past 12 months)	2%
Ever had sexual intercourse	16%
Among sexually active students, the percent whose first sexual intercourse was before age 13	6%
Among sexually active students, the percent who have had 4 or more sexual partners	21%
Currently sexually active (past 3 months)	4%
Among sexually active students, the percent who used a condom during last sexual intercourse	53%
Among sexually active students, the percent who had sex without any pregnancy prevention method	8%
Identify as lesbian, gay, bisexual and/or transgender	15%

¹ Results are based on the grades surveyed.

² – means numbers too small to report at this level.

Weighted YRBS Results	
Behavior	Percent
Ate fruit every day (past 7 days)	44%
Ate vegetables every day (past 7 days)	40%
Drank water every day (past 7 days)	79%
Ate breakfast every day (past 7 days)	29%
Exercise most days (past 7 days)	63%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	72%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	49%
Had sports-induced concussion (past 12 months)	11%
Saw a dentist (past 12 months)	78%
Most of the time or always wear sunscreen when outside	22%
Sleep 8 or more hours per night	26%
Lived in 4 or more residences	32%
Experienced hunger due to lack of food at home (past 30 days)	23%
Have at least one supportive adult besides parent(s)	83%
Participate in school activities, teams, or clubs	66%
Agree or strongly agree that they belong at school	56%
Have at least one teacher or other adult at school to talk to	64%
Most of the time or always get emotional support when needed	22%
List adult as most likely source of emotional support	30%
In excellent or very good health	49%
Have physical disability or chronic health problem	16%
Work at least 1 hour per week at a paying job outside the home	48%
Work 10-19 hours per week at a paying job outside the home	16%
Work 20 or more hours per week at a paying job outside the home	8%
Do not have an adult in household who tries hard to make sure basic needs are met	7%
Have lived with someone who was depressed, mentally ill, or suicidal	40%
Parent or other adult in the home lost job during the COVID-19 pandemic	20%
Knew at least one person who got very sick or died from COVID-19	55%
Knew 1 to 4 people who got very sick or died from COVID-19	45%
Knew at least 5 people who got very sick or died from COVID-19	10%

¹ Results are based on the grades surveyed.

² – means numbers too small to report at this level.

Tables by Sex

The following tables display weighted YRBS variables which are disaggregated by Sex.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Most of the time or always wear a seatbelt	91%	90%
Rode with a driver who drank (past 30 days)	12%	10%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	41%	34%
Missed school due to safety concerns (past 30 days)	7%	2%
Brought a gun to school (past 30 days)	–	–
Threatened or injured with a weapon at school (past 12 months)	5%	6%
Most of the time or always feel safe at school	82%	82%
In a physical fight on school property (past 12 months)	6%	10%
Agree/strongly agree that violence is a problem at school	20%	11%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	13%	17%
Ever been raped	10%	3%
Ever been forced to do anything sexual	18%	3%
Dating partner forced something sexual (past 12 months)	–	–
Physical violence by dating partner (past 12 months)	8%	7%
Composite measure: answered affirmatively to any sexual or dating violence question	23%	8%
Sent, received or shared sexual photos or images (past 30 days)	21%	10%
Bullied on school property (past 12 months)	28%	16%
Electronically bullied (past 12 months)	25%	13%
Composite measure: answered affirmatively to being bullied online and/or at school	36%	21%
Agree/strongly agree that bullying is a problem at school	48%	25%
Self-harm (past 12 months)	27%	13%
Problems with anxiety (past 12 months)	68%	39%
So sad or hopeless that stopped usual activities (past 12 months)	41%	19%
Seriously considered suicide (past 12 months)	21%	11%
Made a suicide plan (past 12 months)	17%	9%
Attempted suicide (past 12 months)	9%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	73%	43%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–
Ever tried cigarettes	11%	9%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Among smokers, the percent who tried cigarettes before age 13	26%	43%
Smoke cigarettes (past 30 days)	3%	3%
Ever tried vaping/juul/e-cigarettes	26%	23%
Vape/juul/e-cigarettes (past 30 days)	12%	9%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	38%	45%
Ever had an alcoholic beverage	44%	37%
Among students who have drunk alcohol, percent whose first drink was before age 13	28%	37%
Drank alcohol (past 30 days)	21%	17%
Binge drink (past 30 days)	7%	4%
Ever used marijuana	21%	17%
Among students who tried marijuana, the percent who first tried it before age 13	–	–
Use marijuana (past 30 days)	9%	9%
Ever misused a prescription pain medicine	11%	7%
Ever misused an over-the-counter drug	3%	2%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	6%	7%
Attended school under the influence of alcohol or drugs (past 12 months)	4%	4%
Used any illegal drugs besides marijuana (past 12 months)	2%	2%
Ever had sexual intercourse	18%	14%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	19%	22%
Currently sexually active (past 3 months)	4%	3%
Among sexually active students, the percent who used a condom during last sexual intercourse	47%	61%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Identify as lesbian, gay, bisexual and/or transgender	21%	10%
Ate fruit every day (past 7 days)	44%	45%
Ate vegetables every day (past 7 days)	40%	39%
Drank water every day (past 7 days)	78%	79%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Ate breakfast every day (past 7 days)	28%	30%
Exercise most days (past 7 days)	59%	66%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	73%	71%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	50%	49%
Had sports-induced concussion (past 12 months)	9%	14%
Saw a dentist (past 12 months)	81%	75%
Most of the time or always wear sunscreen when outside	28%	16%
Sleep 8 or more hours per night	25%	27%
Lived in 4 or more residences	33%	32%
Experienced hunger due to lack of food at home (past 30 days)	24%	23%
Have at least one supportive adult besides parent(s)	83%	83%
Participate in school activities, teams, or clubs	71%	62%
Agree or strongly agree that they belong at school	49%	63%
Have at least one teacher or other adult at school to talk to	65%	63%
Most of the time or always get emotional support when needed	22%	22%
List adult as most likely source of emotional support	29%	33%
In excellent or very good health	40%	58%
Have physical disability or chronic health problem	16%	15%
Work at least 1 hour per week at a paying job outside the home	50%	45%
Work 10-19 hours per week at a paying job outside the home	18%	13%
Work 20 or more hours per week at a paying job outside the home	6%	11%
Do not have an adult in household who tries hard to make sure basic needs are met	4%	11%
Have lived with someone who was depressed, mentally ill, or suicidal	46%	35%
Parent or other adult in the home lost job during the COVID-19 pandemic	23%	18%
Knew at least one person who got very sick or died from COVID-19	60%	49%
Knew 1 to 4 people who got very sick or died from COVID-19	50%	40%
Knew at least 5 people who got very sick or died from COVID-19	10%	9%

¹ – means numbers too small to report at this level.

Tables by Grade

The following tables display weighted YRBS variables which are disaggregated by Grade.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Most of the time or always wear a seatbelt	90%	90%	93%	89%
Rode with a driver who drank (past 30 days)	10%	14%	9%	12%
Drove after drinking (past 30 days)	0%	–	–	4%
Text/email while driving(past 30 days)	–	–	44%	55%
Missed school due to safety concerns at school or en route (past 30 days)	4%	3%	5%	7%
Brought a gun to school (past 30 days)	–	0%	0%	–
Threatened or injured with a weapon at school (past 12 months)	6%	4%	6%	7%
Most of the time or always feel safe at school	82%	82%	83%	82%
In a physical fight on school property (past 12 months)	13%	8%	4%	7%
Agree or strongly agree that violence is a problem at their school	22%	15%	13%	13%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	16%	16%	16%	11%
Ever been raped	6%	4%	7%	9%
Ever been forced to do anything sexual	8%	9%	11%	13%
Dating partner forced something sexual in past 12 months	–	–	9%	8%
Physical violence by dating partner (past 12 months)	6%	7%	6%	11%
Composite measure: answered affirmatively to any sexual or dating violence question	13%	15%	15%	21%
Sent, received or shared sexual photos or images (past 30 days)	11%	16%	18%	17%
Bullied on school property (past 12 months)	24%	17%	20%	25%
Electronically bullied (past 12 months)	17%	18%	17%	25%
Composite measure: answered affirmatively to being bullied online and/or at school	31%	23%	27%	34%
Agree/strongly agree that bullying is a problem at school	36%	36%	37%	36%
Self-harm (past 12 months)	20%	20%	21%	18%
Problems with anxiety (past 12 months)	51%	53%	51%	61%
So sad or hopeless that stopped usual activities (past 12 months)	19%	34%	33%	33%
Seriously considered suicide (past 12 months)	11%	17%	17%	19%
Made a suicide plan (past 12 months)	11%	14%	12%	15%
Attempted suicide (past 12 months)	5%	6%	6%	9%

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

³ Composite measures combine responses across two or more questions.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Composite measure: answered affirmatively to any of the previous six mental health questions	55%	59%	55%	63%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	0%	–	–
Ever tried cigarettes	6%	10%	9%	15%
Among smokers, the percent who tried cigarettes before age 13	57%	–	–	35%
Smoke cigarettes (past 30 days)	–	–	–	–
Ever tried vaping/juul/e-cigarettes	16%	22%	27%	33%
Vape/juul/e-cigarettes (past 30 days)	4%	9%	15%	13%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	–	–
Smoke cigars/cigarillos (past 30 days)	–	–	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	33%	45%	42%	42%
Ever had an alcoholic beverage	27%	36%	45%	54%
Among students who have drunk alcohol, percent whose first drink was before age 13	57%	36%	29%	19%
Drank alcohol (past 30 days)	7%	15%	22%	31%
Binge drink (past 30 days)	–	–	6%	12%
Ever used marijuana	8%	17%	23%	28%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	–	–
Use marijuana (past 30 days)	4%	9%	12%	10%
Ever misused a prescription pain medicine	9%	7%	10%	8%
Ever misused an over-the-counter drug	–	–	3%	3%
Ever used heroin	0%	0%	–	–
Ever used methamphetamines	0%	–	0%	–
Were offered, sold, or given drugs on school property (past 12 months)	–	–	10%	12%
Attended school under the influence of alcohol or drugs (past 12 months)	–	6%	–	6%
Used any illegal drugs besides marijuana (past 12 months)	0%	–	3%	–
Ever had sexual intercourse	4%	8%	19%	37%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	0%	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–	29%	19%

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Currently sexually active (past 3 months)	–	–	5%	8%
Among sexually active students, the percent who used a condom during last sexual intercourse	–	–	64%	51%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	–	10%
Ate fruit every day (past 7 days)	45%	49%	42%	40%
Ate vegetables every day (past 7 days)	37%	41%	36%	45%
Drank water every day (past 7 days)	80%	79%	77%	78%
Ate breakfast every day (past 7 days)	29%	27%	27%	34%
Exercise most days (past 7 days)	71%	63%	59%	57%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	71%	74%	71%	73%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	47%	48%	58%	44%
Had sports-induced concussion (past 12 months)	11%	9%	13%	11%
Saw a dentist (past 12 months)	79%	81%	76%	76%
Most of the time or always wear sunscreen when outside	28%	15%	21%	25%
Sleep 8 or more hours per night	35%	24%	20%	24%
Lived in 4 or more residences	34%	33%	26%	36%
Experienced hunger due to lack of food at home (past 30 days)	24%	19%	23%	27%
Have at least one supportive adult besides parent(s)	82%	83%	84%	82%
Participate in school activities, teams, or clubs	69%	68%	68%	60%
Agree or strongly agree that they belong at school	63%	52%	57%	52%
Have at least one teacher or other adult at school to talk to	63%	58%	71%	64%
Most of the time or always get emotional support when needed	20%	24%	23%	21%
List adult as most likely source of emotional support	31%	25%	32%	33%
In excellent or very good health	55%	46%	48%	47%
Have physical disability or chronic health problem	17%	11%	18%	16%

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Work at least 1 hour per week at a paying job outside the home	22%	40%	57%	71%
Work 10-19 hours per week at a paying job outside the home	3%	15%	18%	28%
Work 20 or more hours per week at a paying job outside the home	–	–	11%	18%
Do not have an adult in household who tries hard to make sure basic needs are met	6%	6%	10%	7%
Have lived with someone who was depressed, mentally ill, or suicidal	34%	37%	40%	51%
Parent or other adult in the home lost job during the COVID-19 pandemic	19%	19%	19%	26%
Knew at least one person who got very sick or died from COVID-19	52%	53%	56%	58%
Knew 1 to 4 people who got very sick or died from COVID-19	45%	43%	48%	43%
Knew at least 5 people who got very sick or died from COVID-19	7%	10%	7%	15%

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

Tables by Largest Race/Ethnic Groups

The following tables display weighted YRBS variables which are disaggregated by Race/Ethnicity.

Weighted YRBS Results By Largest Race/Ethnic Groups						
Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	Multiple
Most of the time or always wear a seatbelt	91%	91%	93%	–	–	86%
Rode with a driver who drank (past 30 days)	11%	14%	–	–	–	10%
Drove after drinking (past 30 days)	–	–	–	–	–	–
Text/email while driving(past 30 days)	39%	39%	–	–	–	29%
Missed school due to safety concerns at school or en route (past 30 days)	4%	11%	0%	0%	–	–
Brought a gun to school (past 30 days)	0%	0%	–	0%	–	–
Threatened or injured with a weapon at school (past 12 months)	5%	11%	–	–	–	–
Most of the time or always feel safe at school	84%	73%	–	87%	–	82%
In a physical fight on school property (past 12 months)	7%	11%	–	–	–	12%
Agree or strongly agree that violence is a problem at their school	15%	18%	24%	–	–	16%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	13%	20%	21%	–	–	21%
Ever been raped	6%	11%	–	0%	–	9%
Ever been forced to do anything sexual	10%	12%	–	–	–	12%
Dating partner forced something sexual in past 12 months	8%	–	–	–	–	–
Physical violence by dating partner (past 12 months)	8%	–	–	–	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	Multiple
Composite measure: answered affirmatively to any sexual or dating violence question	15%	23%	20%	–	–	16%
Sent, received or shared sexual photos or images (past 30 days)	15%	14%	–	–	–	26%
Bullied on school property (past 12 months)	23%	21%	19%	–	–	21%
Electronically bullied (past 12 months)	20%	21%	–	–	–	13%
Composite measure: answered affirmatively to being bullied online and/or at school	30%	25%	23%	–	–	25%
Agree or strongly agree that bullying is a problem at school	35%	32%	50%	–	–	37%
Self-harm (past 12 months)	19%	32%	–	–	–	21%
Problems with anxiety (past 12 months)	52%	59%	63%	–	–	55%
So sad or hopeless that stopped usual activities (past 12 months)	27%	40%	–	30%	–	41%
Seriously considered suicide (past 12 months)	15%	17%	–	22%	–	19%
Made a suicide plan (past 12 months)	12%	10%	–	23%	–	16%
Attempted suicide (past 12 months)	7%	–	0%	–	–	–
Composite measure: answered affirmatively to any of the previous six mental health questions	56%	60%	66%	–	–	64%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	Multiple
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–	–	–	–	–
Ever tried cigarettes	9%	14%	–	–	–	10%
Among smokers, the percent who tried cigarettes before age 13	27%	–	–	–	–	–
Smoke cigarettes (past 30 days)	2%	–	–	0%	–	–
Ever tried vaping/juul/e-cigarettes	23%	28%	34%	–	–	29%
Vape/juul/e-cigarettes (past 30 days)	10%	11%	–	0%	–	10%
Use chew, dip, other smokeless tobacco (past 30 days)	1%	–	–	0%	–	–
Smoke cigars/cigarillos (past 30 days)	–	–	0%	0%	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	36%	–	–	–	–	–
Ever had an alcoholic beverage	42%	43%	43%	–	–	30%
Among students who have drunk alcohol, percent whose first drink was before age 13	31%	41%	–	–	–	–
Drank alcohol (past 30 days)	21%	17%	–	0%	–	16%
Binge drink (past 30 days)	5%	–	–	0%	–	–
Ever used marijuana	17%	27%	29%	–	–	19%
Among students who tried marijuana, the percent who first tried it before age 13	6%	–	–	–	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups						
Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	Multiple
Ever misused a prescription pain medicine	8%	9%	–	–	–	11%
Ever misused an over-the-counter drug	2%	–	0%	0%	–	–
Ever used heroin	–	–	0%	0%	–	–
Ever used methamphetamines	–	–	0%	0%	–	–
Were offered, sold, or given drugs on school property (past 12 months)	6%	–	–	–	–	–
Attended school under the influence of alcohol or drugs (past 12 months)	3%	10%	–	0%	–	–
Used any illegal drugs besides marijuana (past 12 months)	–	–	0%	0%	–	–
Ever had sexual intercourse	17%	20%	–	–	–	15%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	–	–	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	18%	–	–	–	–	–
Currently sexually active (past 3 months)	4%	–	0%	0%	–	–
Among sexually active students, the percent who used a condom during last sexual intercourse	51%	–	–	–	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	Multiple
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	–	–	–	–
Ate fruit every day (past 7 days)	46%	44%	40%	–	–	41%
Ate vegetables every day (past 7 days)	41%	39%	–	48%	–	36%
Drank water every day (past 7 days)	79%	79%	76%	–	–	74%
Ate breakfast every day (past 7 days)	31%	30%	–	23%	–	31%
Exercise most days (past 7 days)	65%	57%	48%	–	–	57%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	71%	77%	–	84%	–	64%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	47%	50%	55%	–	–	58%
Had sports-induced concussion (past 12 months)	12%	–	–	–	–	13%
Saw a dentist (past 12 months)	81%	74%	–	76%	–	67%
Most of the time or always wear sunscreen when outside	25%	16%	–	22%	–	13%
Sleep 8 or more hours per night	27%	26%	20%	–	–	24%
Lived in 4 or more residences	28%	51%	54%	–	–	42%
Experienced hunger due to lack of food at home (past 30 days)	21%	26%	–	41%	–	24%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	Multiple
Have at least one supportive adult besides parent(s)	85%	74%	83%	–	–	78%
Participate in school activities, teams, or clubs	70%	44%	65%	–	–	69%
Agree or strongly agree that they belong at school	58%	53%	–	67%	–	48%
Have at least one teacher or other adult at school to talk to	67%	56%	–	65%	–	58%
Most of the time or always get emotional support when needed	24%	19%	–	–	–	15%
List adult as most likely source of emotional support	31%	26%	–	27%	–	29%
In excellent or very good health	53%	31%	37%	–	–	39%
Have physical disability or chronic health problem	15%	16%	–	–	–	27%
Work at least 1 hour per week at a paying job outside the home	48%	45%	57%	–	–	49%
Work 10-19 hours per week at a paying job outside the home	17%	13%	–	–	–	19%
Work 20 or more hours per week at a paying job outside the home	9%	–	–	–	–	–
Do not have an adult in household who tries hard to make sure basic needs are met	6%	9%	–	–	–	11%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	Multiple
Have lived with someone who was depressed, mentally ill, or suicidal	39%	48%	–	35%	–	54%
Parent or other adult in the home lost job during the COIVD-19 pandemic	19%	26%	–	–	–	28%
Knew at least one person who got very sick or died from COVID-19	54%	58%	–	60%	–	59%
Knew 1 to 4 people who got very sick or died from COVID-19	46%	40%	–	44%	–	49%
Knew at least 5 people who got very sick or died from COVID-19	8%	18%	–	–	–	10%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Tables by LGBT Status

The following tables display weighted YRBS variables which are disaggregated by sexual orientation.

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Most of the time or always wear a seatbelt	93%	89%
Rode with a driver who drank (past 30 days)	7%	12%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	37%	37%
Missed school due to safety concerns at school or en route (past 30 days)	9%	2%
Brought a gun to school (past 30 days)	–	–
Threatened or injured with a weapon at school (past 12 months)	5%	5%
Most of the time or always feel safe at school	77%	86%
In a physical fight on school property (past 12 months)	5%	8%
Agree or strongly agree that violence is a problem at their school	22%	13%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	20%	13%
Ever been raped	16%	4%
Ever been forced to do anything sexual	18%	8%
Dating partner forced something sexual in past 12 months	18%	5%
Physical violence by dating partner (past 12 months)	12%	7%
Composite measure: answered affirmatively to any sexual or dating violence question	25%	13%
Sent, received or shared sexual photos or images (past 30 days)	17%	15%
Bullied on school property (past 12 months)	31%	19%
Electronically bullied (past 12 months)	25%	16%
Composite measure: answered affirmatively to being bullied online and/or at school	38%	25%
Agree/strongly agree that bullying is a problem at school	46%	34%
Self-harm (past 12 months)	38%	15%
Problems with anxiety (past 12 months)	75%	47%
So sad or hopeless that stopped usual activities (past 12 months)	48%	24%
Seriously considered suicide (past 12 months)	32%	10%
Made a suicide plan (past 12 months)	28%	8%
Attempted suicide (past 12 months)	12%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	80%	50%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–
Ever tried cigarettes	15%	8%
Among smokers, the percent who tried cigarettes before age 13	45%	25%
Smoke cigarettes (past 30 days)	5%	2%
Ever tried vaping/juul/e-cigarettes	33%	22%
Vape/juul/e-cigarettes (past 30 days)	16%	9%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	49%	40%
Ever had an alcoholic beverage	46%	39%
Among students who have drunk alcohol, percent whose first drink was before age 13	36%	30%
Drank alcohol (past 30 days)	23%	18%
Binge drink (past 30 days)	–	–
Ever used marijuana	29%	16%
Among students who tried marijuana, the percent who first tried it before age 13	–	–
Use marijuana (past 30 days)	14%	8%
Ever misused a prescription pain medicine	10%	8%
Ever misused an over-the-counter drug	–	–
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	12%	6%
Attended school under the influence of alcohol or drugs (past 12 months)	8%	3%
Used any illegal drugs besides marijuana (past 12 months)	–	–
Ever had sexual intercourse	18%	17%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–
Currently sexually active (past 3 months)	6%	3%
Among sexually active students, the percent who used a condom during last sexual intercourse	35%	59%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Ate fruit every day (past 7 days)	35%	47%
Ate vegetables every day (past 7 days)	32%	41%
Drank water every day (past 7 days)	68%	81%
Ate breakfast every day (past 7 days)	22%	31%
Exercise most days (past 7 days)	46%	69%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	78%	70%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	62%	45%
Had sports-induced concussion (past 12 months)	11%	12%
Saw a dentist (past 12 months)	64%	81%
Most of the time or always wear sunscreen when outside	26%	21%
Sleep 8 or more hours per night	19%	28%
Lived in 4 or more residences	42%	30%
Experienced hunger due to lack of food at home (past 30 days)	34%	20%
Have at least one supportive adult besides parent(s)	77%	86%
Participate in school activities, teams, or clubs	68%	67%
Agree or strongly agree that they belong at school	40%	63%
Have at least one teacher or other adult at school to talk to	61%	66%
Most of the time or always get emotional support when needed	12%	26%
List adult as most likely source of emotional support	20%	33%
In excellent or very good health	38%	54%
Have physical disability or chronic health problem	23%	13%
Work at least 1 hour per week at a paying job outside the home	47%	48%
Work 10-19 hours per week at a paying job outside the home	17%	16%
Work 20 or more hours per week at a paying job outside the home	9%	9%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Sexual Orientation and Gender Identity

Behavior	LGBT	Straight-Cisgender
Do not have an adult in household who tries hard to make sure basic needs are met	8%	7%
Have lived with someone who was depressed, mentally ill, or suicidal	61%	34%
Parent or other adult in the home lost job during the COVID-19 pandemic	30%	18%
Knew at least one person who got very sick or died from COVID-19	58%	54%
Knew 1 to 4 people who got very sick or died from COVID-19	46%	44%
Knew at least 5 people who got very sick or died from COVID-19	12%	9%

¹ – means numbers too small to report at this level.

Tables by Average Grades (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by student's average grades. Please note that grades are self-reported.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Most of the time or always wear a seatbelt	94%	90%	87%	86%
Rode with a driver who drank (past 30 days)	8%	14%	10%	16%
Drove after drinking (past 30 days)	–	–	–	–
Text/email while driving(past 30 days)	38%	35%	30%	52%
Missed school due to safety concerns at school or en route (past 30 days)	2%	6%	–	–
Brought a gun to school (past 30 days)	0%	–	0%	–
Threatened or injured with a weapon at school (past 12 months)	5%	6%	–	–
Most of the time or always feel safe at school	89%	84%	69%	71%
In a physical fight on school property (past 12 months)	5%	9%	13%	18%
Agree or strongly agree that violence is a problem at their school	12%	19%	–	–
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	10%	15%	28%	28%
Ever been raped	4%	8%	–	–
Ever been forced to do anything sexual	7%	15%	–	–
Dating partner forced something sexual in past 12 months	–	10%	15%	–
Physical violence by dating partner (past 12 months)	5%	10%	–	–
Composite measure: answered affirmatively to any sexual or dating violence question	11%	20%	21%	23%
Sent, received or shared sexual photos or images (past 30 days)	13%	20%	–	–
Bullied on school property (past 12 months)	18%	25%	18%	29%
Electronically bullied (past 12 months)	16%	22%	21%	24%
Composite measure: answered affirmatively to being bullied online and/or at school	24%	33%	26%	35%
Agree/strongly agree that bullying is a problem at school	36%	36%	43%	32%
Self-harm (past 12 months)	14%	24%	32%	24%
Problems with anxiety (past 12 months)	51%	54%	65%	62%
So sad or hopeless that stopped usual activities (past 12 months)	25%	33%	39%	45%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Seriously considered suicide (past 12 months)	14%	18%	22%	24%
Made a suicide plan (past 12 months)	9%	15%	19%	22%
Attempted suicide (past 12 months)	5%	8%	–	–
Composite measure: answered affirmatively to any of the previous six mental health questions	55%	58%	71%	62%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–	–	0%
Ever tried cigarettes	5%	12%	13%	35%
Among smokers, the percent who tried cigarettes before age 13	–	36%	–	58%
Smoke cigarettes (past 30 days)	–	3%	–	–
Ever tried vaping/juul/e-cigarettes	17%	29%	35%	49%
Vape/juul/e-cigarettes (past 30 days)	4%	16%	16%	24%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	0%	–
Smoke cigars/cigarillos (past 30 days)	–	–	0%	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	26%	51%	–	–
Ever had an alcoholic beverage	35%	46%	48%	56%
Among students who have drunk alcohol, percent whose first drink was before age 13	27%	25%	48%	47%
Drank alcohol (past 30 days)	15%	24%	20%	28%
Binge drink (past 30 days)	3%	8%	–	–
Ever used marijuana	11%	23%	28%	45%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	–	–
Use marijuana (past 30 days)	4%	11%	14%	35%
Ever misused a prescription pain medicine	7%	11%	–	–
Ever misused an over-the-counter drug	2%	3%	–	–
Ever used heroin	0%	–	–	–
Ever used methamphetamines	0%	–	0%	–
Were offered, sold, or given drugs on school property (past 12 months)	3%	10%	–	–
Attended school under the influence of alcohol or drugs (past 12 months)	2%	7%	–	–
Used any illegal drugs besides marijuana (past 12 months)	0%	3%	–	–

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Ever had sexual intercourse	12%	20%	22%	28%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	0%	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	18%	–	–
Currently sexually active (past 3 months)	–	4%	11%	–
Among sexually active students, the percent who used a condom during last sexual intercourse	64%	47%	–	–
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	15%	–	–
Ate fruit every day (past 7 days)	49%	41%	29%	35%
Ate vegetables every day (past 7 days)	47%	37%	23%	25%
Drank water every day (past 7 days)	85%	77%	64%	65%
Ate breakfast every day (past 7 days)	40%	20%	18%	19%
Exercise most days (past 7 days)	68%	56%	55%	59%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	70%	74%	76%	81%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	42%	55%	56%	59%
Had sports-induced concussion (past 12 months)	10%	11%	17%	22%
Saw a dentist (past 12 months)	86%	74%	67%	51%
Most of the time or always wear sunscreen when outside	27%	18%	18%	19%
Sleep 8 or more hours per night	29%	24%	13%	22%
Lived in 4 or more residences	26%	35%	43%	48%
Experienced hunger due to lack of food at home (past 30 days)	16%	26%	32%	37%
Have at least one supportive adult besides parent(s)	87%	83%	72%	74%
Participate in school activities, teams, or clubs	76%	63%	45%	49%
Agree or strongly agree that they belong at school	64%	54%	46%	27%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Have at least one teacher or other adult at school to talk to	69%	65%	56%	44%
Most of the time or always get emotional support when needed	29%	18%	–	–
List adult as most likely source of emotional support	34%	31%	–	–
In excellent or very good health	60%	43%	31%	20%
Have physical disability or chronic health problem	14%	16%	22%	18%
Work at least 1 hour per week at a paying job outside the home	44%	54%	49%	50%
Work 10-19 hours per week at a paying job outside the home	16%	17%	17%	21%
Work 20 or more hours per week at a paying job outside the home	6%	9%	14%	17%
Do not have an adult in household who tries hard to make sure basic needs are met	6%	6%	12%	15%
Have lived with someone who was depressed, mentally ill, or suicidal	30%	48%	56%	56%
Parent or other adult in the home lost job during the COVID-19 pandemic	19%	24%	19%	20%
Knew at least one person who got very sick or died from COVID-19	58%	51%	57%	49%
Knew 1 to 4 people who got very sick or died from COVID-19	49%	42%	43%	34%
Knew at least 5 people who got very sick or died from COVID-19	9%	10%	14%	15%

¹ – means numbers too small to report at this level.

Tables by Physical Disability (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by physical disability/chronic health condition status. Please note that physical disability/chronic health condition status is self-reported by students.

Weighted YRBS Results By Physical Disability or Chronic Health Condition		
Behavior	Have disability or condition	No disability or condition
Most of the time or always wear a seatbelt	84%	93%
Rode with a driver who drank (past 30 days)	15%	10%
Drove after drinking (past 30 days)	–	–
Text/email while driving (past 30 days)	42%	35%
Missed school due to safety concerns at school or en route (past 30 days)	9%	3%
Brought a gun to school (past 30 days)	–	–
Threatened or injured with a weapon at school (past 12 months)	9%	4%
Most of the time or always feel safe at school	76%	86%
In a physical fight on school property (past 12 months)	13%	6%
Agree or strongly agree that violence is a problem at their school	24%	13%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	22%	12%
Ever been raped	12%	5%
Ever been forced to do anything sexual	15%	9%
Dating partner forced something sexual in past 12 months	11%	7%
Physical violence by dating partner (past 12 months)	18%	7%
Composite measure: answered affirmatively to any sexual or dating violence question	24%	13%
Sent, received or shared sexual photos or images (past 30 days)	24%	15%
Bullied on school property (past 12 months)	36%	18%
Electronically bullied (past 12 months)	32%	16%
Composite measure: answered affirmatively to being bullied online and/or at school	46%	24%
Agree/strongly agree that bullying is a problem at school	45%	33%
Self-harm (past 12 months)	29%	17%
Problems with anxiety (past 12 months)	63%	50%
So sad or hopeless that stopped usual activities (past 12 months)	42%	25%
Seriously considered suicide (past 12 months)	24%	13%
Made a suicide plan (past 12 months)	23%	9%
Attempted suicide (past 12 months)	13%	5%
Composite measure: answered affirmatively to any of the previous six mental health questions	69%	54%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Physical Disability or Chronic Health Condition		
Behavior	Have disability or condition	No disability or condition
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–
Ever tried cigarettes	15%	8%
Among smokers, the percent who tried cigarettes before age 13	36%	35%
Smoke cigarettes (past 30 days)	–	–
Ever tried vaping/juul/e-cigarettes	32%	23%
Vape/juul/e-cigarettes (past 30 days)	13%	10%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	42%	43%
Ever had an alcoholic beverage	48%	40%
Among students who have drunk alcohol, percent whose first drink was before age 13	43%	28%
Drank alcohol (past 30 days)	23%	17%
Binge drink (past 30 days)	8%	5%
Ever used marijuana	29%	16%
Among students who tried marijuana, the percent who first tried it before age 13	–	–
Use marijuana (past 30 days)	16%	7%
Ever misused a prescription pain medicine	13%	8%
Ever misused an over-the-counter drug	–	–
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	11%	6%
Attended school under the influence of alcohol or drugs (past 12 months)	11%	3%
Used any illegal drugs besides marijuana (past 12 months)	–	–
Ever had sexual intercourse	23%	16%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	26%	16%
Currently sexually active (past 3 months)	7%	2%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Physical Disability or Chronic Health Condition		
Behavior	Have disability or condition	No disability or condition
Among sexually active students, the percent who used a condom during last sexual intercourse	36%	64%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Ate fruit every day (past 7 days)	38%	46%
Ate vegetables every day (past 7 days)	36%	40%
Drank water every day (past 7 days)	74%	83%
Ate breakfast every day (past 7 days)	24%	32%
Exercise most days (past 7 days)	50%	66%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	69%	72%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	53%	46%
Had sports-induced concussion (past 12 months)	19%	9%
Saw a dentist (past 12 months)	75%	80%
Most of the time or always wear sunscreen when outside	21%	24%
Sleep 8 or more hours per night	27%	26%
Lived in 4 or more residences	43%	30%
Experienced hunger due to lack of food at home (past 30 days)	35%	18%
Have at least one supportive adult besides parent(s)	76%	85%
Participate in school activities, teams, or clubs	65%	67%
Agree or strongly agree that they belong at school	46%	61%
Have at least one teacher or other adult at school to talk to	62%	67%
Most of the time or always get emotional support when needed	17%	25%
List adult as most likely source of emotional support	26%	33%
In excellent or very good health	36%	54%
Have physical disability or chronic health problem	100%	0%
Work at least 1 hour per week at a paying job outside the home	46%	49%
Work 10-19 hours per week at a paying job outside the home	14%	17%
Work 20 or more hours per week at a paying job outside the home	8%	9%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Physical Disability or Chronic Health Condition		
Behavior	Have disability or condition	No disability or condition
Do not have an adult in household who tries hard to make sure basic needs are met	7%	7%
Have lived with someone who was depressed, mentally ill, or suicidal	53%	37%
Parent or other adult in the home lost job during the COVID-19 pandemic	29%	19%
Knew at least one person who got very sick or died from COVID-19	58%	54%
Knew 1 to 4 people who got very sick or died from COVID-19	47%	45%
Knew at least 5 people who got very sick or died from COVID-19	11%	8%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Tables by Special Education Services (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by IEP/504 status. Please note that IEP/504 status is self-reported by students.

Weighted YRBS Results By Special Education Services Status (Self-Reported)			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Most of the time or always wear a seatbelt	85%	83%	93%
Rode with a driver who drank (past 30 days)	–	–	10%
Drove after drinking (past 30 days)	–	–	2%
Text/email while driving (past 30 days)	–	–	39%
Missed school due to safety concerns at school or en route (past 30 days)	–	–	4%
Brought a gun to school (past 30 days)	–	0%	–
Threatened or injured with a weapon at school (past 12 months)	–	–	6%
Most of the time or always feel safe at school	71%	76%	84%
In a physical fight on school property (past 12 months)	17%	19%	6%
Agree or strongly agree that violence is a problem at their school	24%	35%	14%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	27%	36%	11%
Ever been raped	–	–	6%
Ever been forced to do anything sexual	9%	22%	11%
Dating partner forced something sexual in past 12 months	–	–	9%
Physical violence by dating partner (past 12 months)	–	–	8%
Composite measure: answered affirmatively to any sexual or dating violence question	18%	30%	16%
Sent, received or shared sexual photos or images (past 30 days)	16%	19%	17%
Bullied on school property (past 12 months)	29%	28%	21%
Electronically bullied (past 12 months)	27%	25%	18%
Composite measure: answered affirmatively to being bullied online and/or at school	40%	36%	27%
Agree/strongly agree that bullying is a problem at school	39%	56%	36%
Self-harm (past 12 months)	24%	41%	20%
Problems with anxiety (past 12 months)	53%	70%	54%
So sad or hopeless that stopped usual activities (past 12 months)	34%	47%	30%
Seriously considered suicide (past 12 months)	17%	29%	16%
Made a suicide plan (past 12 months)	13%	26%	13%
Attempted suicide (past 12 months)	–	–	6%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Special Education Services Status (Self-Reported)			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Composite measure: answered affirmatively to any of the previous six mental health questions	59%	72%	58%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–	19%
Ever tried cigarettes	9%	17%	10%
Among smokers, the percent who tried cigarettes before age 13	–	–	39%
Smoke cigarettes (past 30 days)	–	–	2%
Ever tried vaping/juul/e-cigarettes	21%	36%	24%
Vape/juul/e-cigarettes (past 30 days)	9%	18%	11%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	–
Smoke cigars/cigarillos (past 30 days)	–	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	–	–	44%
Ever had an alcoholic beverage	33%	53%	42%
Among students who have drunk alcohol, percent whose first drink was before age 13	38%	67%	26%
Drank alcohol (past 30 days)	11%	25%	20%
Binge drink (past 30 days)	–	–	6%
Ever used marijuana	17%	24%	19%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	8%
Use marijuana (past 30 days)	–	–	8%
Ever misused a prescription pain medicine	–	–	9%
Ever misused an over-the-counter drug	–	–	2%
Ever used heroin	–	0%	–
Ever used methamphetamines	–	0%	–
Were offered, sold, or given drugs on school property (past 12 months)	–	–	6%
Attended school under the influence of alcohol or drugs (past 12 months)	–	–	5%
Used any illegal drugs besides marijuana (past 12 months)	–	–	2%
Ever had sexual intercourse	–	–	17%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	0%	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–	20%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Special Education Services Status (Self-Reported)			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Currently sexually active (past 3 months)	–	–	4%
Among sexually active students, the percent who used a condom during last sexual intercourse	–	–	55%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	–
Ate fruit every day (past 7 days)	48%	38%	44%
Ate vegetables every day (past 7 days)	40%	33%	39%
Drank water every day (past 7 days)	72%	62%	80%
Ate breakfast every day (past 7 days)	32%	17%	30%
Exercise most days (past 7 days)	58%	51%	65%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	51%	74%	75%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	52%	75%	47%
Had sports-induced concussion (past 12 months)	17%	19%	9%
Saw a dentist (past 12 months)	64%	63%	81%
Most of the time or always wear sunscreen when outside	–	–	24%
Sleep 8 or more hours per night	25%	34%	26%
Lived in 4 or more residences	30%	40%	32%
Experienced hunger due to lack of food at home (past 30 days)	31%	52%	20%
Have at least one supportive adult besides parent(s)	72%	78%	84%
Participate in school activities, teams, or clubs	54%	73%	69%
Agree or strongly agree that they belong at school	44%	43%	59%
Have at least one teacher or other adult at school to talk to	60%	42%	67%
Most of the time or always get emotional support when needed	–	–	23%
List adult as most likely source of emotional support	38%	23%	29%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Special Education Services Status (Self-Reported)			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
In excellent or very good health	48%	35%	50%
Have physical disability or chronic health problem	36%	33%	11%
Work at least 1 hour per week at a paying job outside the home	42%	48%	49%
Work 10-19 hours per week at a paying job outside the home	–	–	18%
Work 20 or more hours per week at a paying job outside the home	–	–	8%
Do not have an adult in household who tries hard to make sure basic needs are met	17%	17%	5%
Have lived with someone who was depressed, mentally ill, or suicidal	43%	60%	41%
Parent or other adult in the home lost job during the COVID-19 pandemic	15%	30%	21%
Knew at least one person who got very sick or died from COVID-19	38%	57%	57%
Knew 1 to 4 people who got very sick or died from COVID-19	27%	46%	47%
Knew at least 5 people who got very sick or died from COVID-19	–	–	10%

¹ – means numbers too small to report at this level.

Tables by Food Insecurity (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by food insecurity status. Please note that food insecurity is self-reported by students.

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Most of the time or always wear a seatbelt	88%	92%
Rode with a driver who drank (past 30 days)	16%	9%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	45%	35%
Missed school due to safety concerns at school or en route (past 30 days)	10%	3%
Brought a gun to school (past 30 days)	–	–
Threatened or injured with a weapon at school (past 12 months)	10%	4%
Most of the time or always feel safe at school	74%	86%
In a physical fight on school property (past 12 months)	14%	6%
Agree or strongly agree that violence is a problem at their school	24%	13%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	27%	10%
Ever been raped	14%	4%
Ever been forced to do anything sexual	21%	7%
Dating partner forced something sexual in past 12 months	15%	6%
Physical violence by dating partner (past 12 months)	13%	6%
Composite measure: answered affirmatively to any sexual or dating violence question	29%	12%
Sent, received or shared sexual photos or images (past 30 days)	23%	14%
Bullied on school property (past 12 months)	31%	19%
Electronically bullied (past 12 months)	31%	16%
Composite measure: answered affirmatively to being bullied online and/or at school	44%	24%
Agree/strongly agree that bullying is a problem at school	39%	35%
Self-harm (past 12 months)	32%	17%
Problems with anxiety (past 12 months)	65%	51%
So sad or hopeless that stopped usual activities (past 12 months)	45%	26%
Seriously considered suicide (past 12 months)	23%	14%
Made a suicide plan (past 12 months)	22%	11%
Attempted suicide (past 12 months)	11%	6%
Composite measure: answered affirmatively to any of the previous six mental health questions	69%	54%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Ever tried cigarettes	17%	8%
Among smokers, the percent who tried cigarettes before age 13	36%	31%
Smoke cigarettes (past 30 days)	6%	1%
Ever tried vaping/juul/e-cigarettes	34%	21%
Vape/juul/e-cigarettes (past 30 days)	15%	9%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	43%	38%
Ever had an alcoholic beverage	47%	39%
Among students who have drunk alcohol, percent whose first drink was before age 13	42%	27%
Drank alcohol (past 30 days)	22%	18%
Binge drink (past 30 days)	8%	5%
Ever used marijuana	25%	16%
Among students who tried marijuana, the percent who first tried it before age 13	–	–
Use marijuana (past 30 days)	12%	7%
Ever misused a prescription pain medicine	14%	8%
Ever misused an over-the-counter drug	4%	2%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	11%	5%
Attended school under the influence of alcohol or drugs (past 12 months)	7%	4%
Used any illegal drugs besides marijuana (past 12 months)	–	–
Ever had sexual intercourse	23%	14%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	37%	13%
Currently sexually active (past 3 months)	9%	2%
Among sexually active students, the percent who used a condom during last sexual intercourse	38%	62%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Ate fruit every day (past 7 days)	36%	46%
Ate vegetables every day (past 7 days)	32%	42%
Drank water every day (past 7 days)	73%	81%
Ate breakfast every day (past 7 days)	17%	33%
Exercise most days (past 7 days)	56%	64%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	75%	72%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	63%	45%
Had sports-induced concussion (past 12 months)	15%	10%
Saw a dentist (past 12 months)	63%	82%
Most of the time or always wear sunscreen when outside	21%	23%
Sleep 8 or more hours per night	21%	27%
Lived in 4 or more residences	46%	28%
Experienced hunger due to lack of food at home (past 30 days)	100%	0%
Have at least one supportive adult besides parent(s)	78%	84%
Participate in school activities, teams, or clubs	60%	68%
Agree or strongly agree that they belong at school	37%	62%
Have at least one teacher or other adult at school to talk to	52%	68%
Most of the time or always get emotional support when needed	9%	26%
List adult as most likely source of emotional support	24%	32%
In excellent or very good health	26%	56%
Have physical disability or chronic health problem	23%	13%
Work at least 1 hour per week at a paying job outside the home	53%	46%
Work 10-19 hours per week at a paying job outside the home	21%	14%
Work 20 or more hours per week at a paying job outside the home	9%	8%
Do not have an adult in household who tries hard to make sure basic needs are met	11%	6%
Have lived with someone who was depressed, mentally ill, or suicidal	58%	35%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Food Insecurity Status

Behavior	Food Insecure	Not Food Insecure
Parent or other adult in the home lost job during the COVID-19 pandemic	24%	19%
Knew at least one person who got very sick or died from COVID-19	57%	54%
Knew 1 to 4 people who got very sick or died from COVID-19	42%	46%
Knew at least 5 people who got very sick or died from COVID-19	15%	8%

¹ – means numbers too small to report at this level.

APPENDIX B: OPTIONAL MODULE RESULTS

Optional Module 1: Drug-Free Communities

School did not include optional module 1 in its survey

Optional Module 2: Youth Tobacco

School did not include optional module 2 in its survey.

Optional Module 3: Adversity and Protective Factors

School did not include optional module 3 in its survey.

Optional Module 4: School Climate

School did not include optional module 4 in its survey.

TECHNICAL NOTES

SAMPLING:

As noted previously, schools were encouraged to use a census (school-wide) approach to their local data collection. For official State of Wisconsin statistics, a two-stage cluster approach is utilized to generate a representative sample of public high school students in Wisconsin. For more information, see CDC's most recent YRBS Data User's Guide.

DATA QUALITY EDITS

This report replicates CDC's data edits for all questions that appear on Wisconsin's YRBS. Those data edits can be found in CDC's 2021 YRBS Data User's Guide, which is available at: <https://www.cdc.gov/healthyouth/data/yrbs/data.htm>

For cases in which Wisconsin's survey included questions not included in the CDC data user's guide, the logic of the CDC guide was extended to include the Wisconsin-specific questions.

WEIGHTING

Post-stratification weights or raking was used to account for any differences between the school (or district) composition and the composition of survey respondents. Raking was employed to reflect the surveyed population. If the surveyed population differed from the school population (e.g., if the school only surveyed certain grades), then their results reflect the population surveyed rather than the school as a whole.

Raking categories were grade by sex (e.g., 9th grade females) and three race/ethnic categories: Hispanic, Non-Hispanic White, Non-Hispanic Other. Those three categories were chosen to best fit the most number of schools. Population figures for each school were drawn from the student enrollment data provided by schools to the Department of Public Instruction. A minimum weighted count of 15 was used as the threshold for applying raked weights. For instance, if there were fewer than 15 Hispanic students in the school, then that school's results were not weighted by the race/ethnicity variable; the same applies to grade by sex.

SIGNIFICANCE LEVELS Significant levels are not displayed in this report, and results are presented regardless of whether or not they meet the threshold for statistical significance. This is in line with how DPI has previously made data available to schools. It is also helpful for small and medium sized schools, which are less likely to have results that attain statistical significance due to their size. Results in the State of Wisconsin YRBS do include information on significance levels. Schools can refer to the information on DPI's YRBS webpage and CDC's Youth Online data query tool to learn which associations are significant at the state and national level.

REDACTION Data redaction for YRBS 2021 school and district-level reports relies on primary suppression for a numerator cell size between one and five. This aligns with DPI data suppression policy for sensitive topics and reports. This means that if the number of students (overall or in a reported subgroup) who reported the behavior is between one and five, the results will not be displayed. If the number of students reporting the risk behavior (or other reported behavior) is zero, the percent will be displayed.

Where the data are broken down across comparison groups (e.g., males vs. females or across grades 9, 10, 11 and 12), complementary suppression is employed. This means that if one subgroup (e.g.,

grade 12) has too few respondents to report, then the next lowest response group (e.g., grade 10) is also redacted. This helps protect student privacy by preventing readers from using other information in the report to guess the redacted number. Complementary suppression is part of DPI's suppression rules policy because it helps to protect student privacy. Upholding student privacy is particularly important in maintaining the integrity of the YRBS and ensuring that students' responses are truly anonymous and confidential.

CITING THIS REPORT: This report was created by Principal Investigator Owen Tortora, Dr. Katherine McCoy and Dr. Carl Frederick of the Wisconsin Department of Public Instruction. The report can be cited as:

"Ashwaubenon - Ashwaubenon High 2021 YRBS Results (High School Version)". Wisconsin Department of Public Instruction, 2021.

The Youth Risk Behavior Survey is supported by the Centers for Disease Control and Prevention (CDC). CDC Disclaimer: *This report was supported by Grant number NU87PS004346, funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.*

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Discussion Item: 4

Ashwaubenon School Board

Meeting Date:	August 17, 2022
Issue:	Referendum update and survey
Requested By:	Keith Lucius
Attachments:	Community Survey draft and draft timeline
Financial and/or Staffing Implications:	
Funding Source:	
Explanation:	<p>We have worked with School Perceptions to design a survey that explains our budget situation and then asks the community about different possible referendum amounts. The survey is attached.</p> <p>At the meeting we will talk about the survey and the planned timeline for the survey.</p>
Recommendation:	No action needed this item is for discussion and planning purposes.



Dear Ashwaubenon Community Members:

First and foremost, thank you. We are grateful for the tremendous support the Ashwaubenon community continues to provide our school district. These investments have paid off. Our students are performing well, both in and out of the classroom. In fact, our students consistently rank in the top 25% in Wisconsin.

We've also been working hard to control costs. As a result, the District's tax mill rate (which is used to calculate a district's share of local property taxes) is one of the lowest in our region. We are proud of this rare combination of top performance coupled with responsible spending.

While we are pleased with our past success, there are challenges ahead. State funding has not kept up with increasing costs. Without any change in state funding, the District will face significant budget shortfalls.

During times like this, good planning becomes even more important. The purpose of this survey is to present our current budget situation and gather feedback to guide our strategic planning process. To ensure your feedback is kept confidential, all survey data is returned to School Perceptions, an independent education research firm. Please take a few minutes to complete this survey.

TAKE THE SURVEY IN ONE OF TWO WAYS

Option 1: To reduce mailing expenses, please go online –

Go to the survey website:

www.Feedback2000.com

Enter your survey code:



Option 2: By paper – If you do not have internet access, please return the survey to any school office, or mail it to School Perceptions, PO Box 607, Slinger, WI 53086.

Additional Surveys: The survey code can be used only once. To obtain additional surveys for other adults in your household, please call the District Office at 920.492.2900.

Para pedir una copia de esta encuesta en español, favor de llamar 920.492.2955 ext. 5332.

Please complete the survey before October 10, 2022

If you would like the survey in a different language or have a disability that makes it difficult to read and/or take the survey, please contact the District Office.

Final survey results will be reported at a School Board meeting and will also be available on the District's website. The Board is committed to continued conversations with you as we look ahead to the future needs of our students and community.

Thank you for taking the time to complete this survey.

Sincerely,

Kurt Weyers, Ed S.
Superintendent

Keith Lucius
Assistant Superintendent

Jay VanLaanen
Board President

Brian Van De Kreeke
Vice President

Jennifer Vyskocil
Board Clerk

Michelle Garrigan
Board Treasurer

Brett VandeWalle
Board Member

Matt Rotter
School Choice Advisor

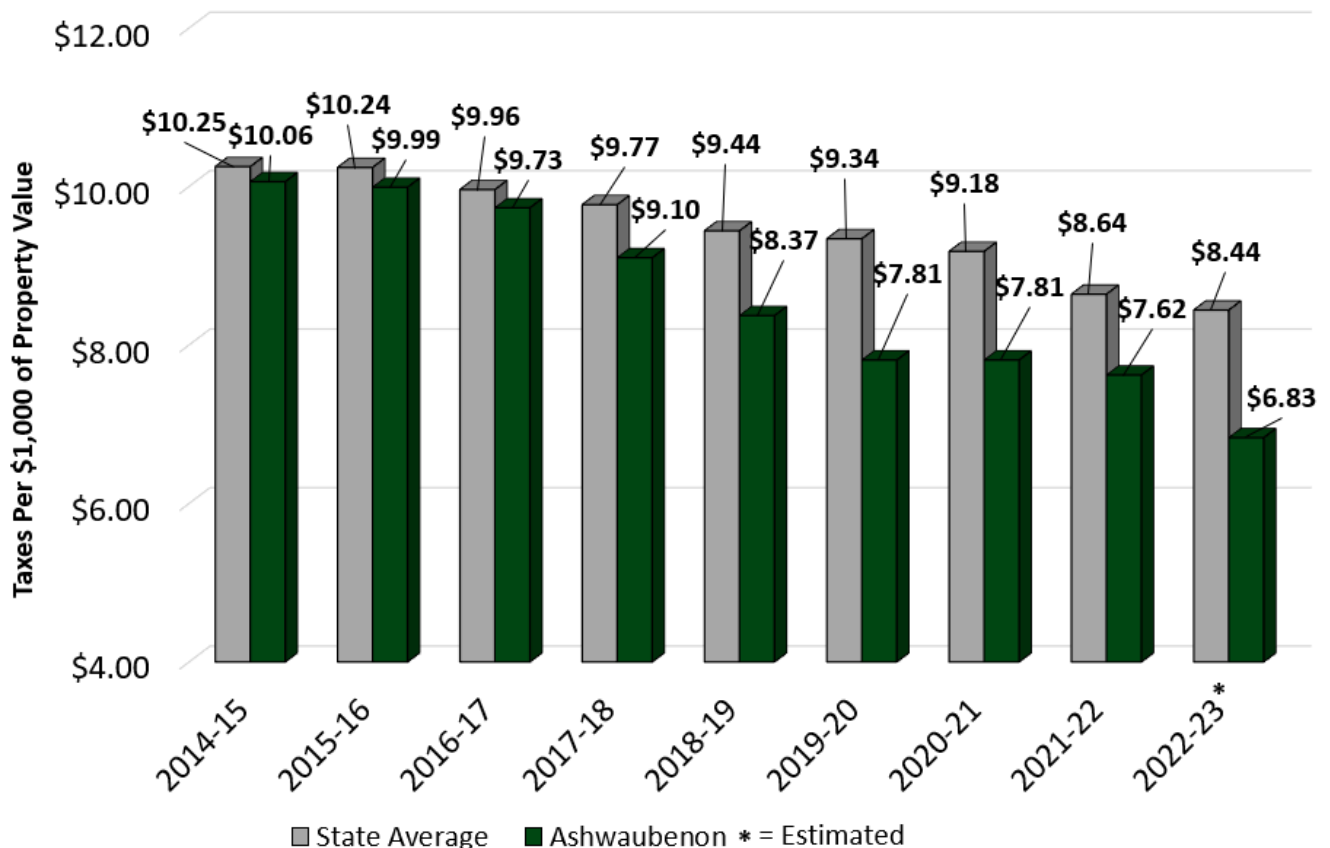
Funding Background

There are two types of referendums voters are asked to approve to provide school districts with additional funding:

1. An operational referendum is used to fund daily operations. This is the type of referendum Ashwaubenon voters approved in 2020 to expand student mental health and behavioral supports and cover air conditioning expenses.
2. A capital (facilities) referendum allows a district to issue debt (take out a loan) to pay for major facility improvements. Like a home mortgage, a capital referendum is typically financed over many years. This is the type of referendum Ashwaubenon voters supported in 2020 to update buildings across the District.

Because of careful financial planning, our tax mill rate has declined for eight years and continues to be below the state average, even with these two referendums.

Ashwaubenon School District Tax Mill Rate Comparison & Trend



Funding Challenges

For the past two years, the State has not allowed school districts to levy additional funding on a per-student basis. During this time, we received federal ESSER funding (COVID-19 relief). However, this one-time funding is ending. Looking forward, as our expenses continue to rise, there is a great deal of uncertainty around how the state will fund schools. Without any increase in state funding, the District's budget deficit will grow to more than \$5 million annually.

Therefore, to maintain current programs and services, Ashwaubenon voters would need to approve an operational referendum. Four options have been developed for community feedback:

Option 1: If voters support a \$4.9 million referendum, the District could maintain ALL current programs and services. Option 1 would increase yearly taxes by approximately \$199 on a \$100,000 home, for each of five years.

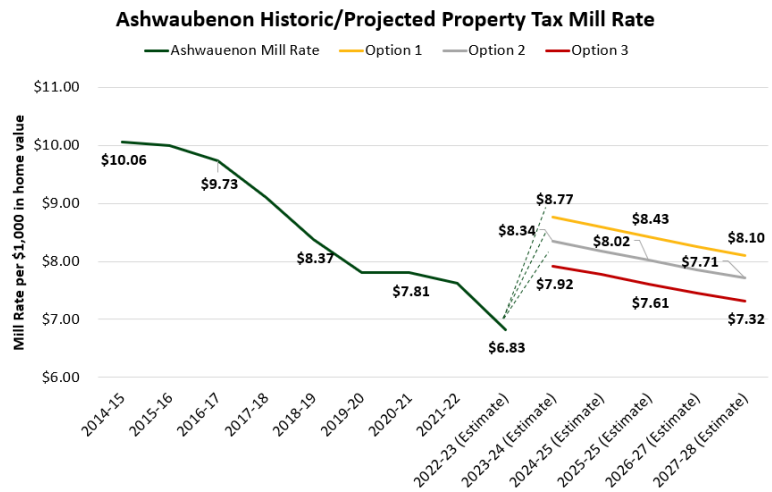
Option 2: If voters support a \$3.9 million referendum, the District would need to cut \$1 million to balance the budget, beginning in the 2023-24 school year. Option 2 would increase yearly taxes by approximately \$168 on a \$100,000 home, for each of five years.

Option 3: If voters support a \$2.9 million referendum, the District would need to cut \$2 million to balance the budget, beginning in the 2023-24 school year. Option 3 would increase yearly taxes by approximately \$125 on a \$100,000 home, for each of five years.

Option 4: If voters do not support any referendum, the District would need to cut \$4.9 million to balance the budget, beginning in the 2023-24 school year.

The chart to the right shows the property tax mill rate impact of each option.

Please note: If the District receives any increase in budget authority from the State, we will reduce the local property tax levy by the same amount.



Which referendum option would you support?

- Option 1 (\$4.9 million per year)
- Option 2 (\$3.9 million per year)
- Option 3 (\$2.9 million per year)
- I would not support any referendum - Option 4
- I'm not sure/need more information

Comments/questions/suggestions:

Cost Cutting Options

Depending on the level of support for a future operational referendum, the District may need to make budget reductions. The District does not endorse or recommend any of the following, but to address future budget shortfalls, we must consider all options to reduce expenses.

Should the District consider cutting teachers and increasing class sizes?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
Should the District consider reducing course offerings (electives, Advanced Placement (AP), and career preparation)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
Should the District consider reducing athletics and extracurricular offerings at the middle and high school levels?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
Should the District consider delaying technology upgrades and/or reducing student access to technology?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
Should the District consider reducing spending on building maintenance?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
Should the District consider delaying curriculum updates (textbooks, classroom materials, equipment, etc.)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion

Comments/questions/suggestions:

Future Planning

**Over the next five years, where do you believe we should focus our improvement efforts?
Please choose up to four areas.**

- A wider range of courses for students
- Athletics
- Bilingual education courses/services
- Career and technical education (“shop”) program
- Communications with parents and community
- Community/business partnerships for students (youth apprenticeships, co-ops, mentoring)
- Fine arts (such as art, music, theater, drama, forensics)
- Integrate technology into coursework
- Math achievement
- Online/distance/virtual course offerings
- Opportunities for students to earn college credits
- Prepare students for life after high school
- Reading/literacy achievement
- Recruit/retain high-quality staff
- School safety and security
- Services for preschool students
- Services for students who have difficulties learning
- Social/emotional/mental health services for students
- Student discipline
- Student transportation services
- Technology access and devices
- Understanding of and support for diversity

Are there other areas you believe we should focus our improvement efforts? If so, what are they?

Respondent Information

What is your age? 18-24 25-34 35-44 45-54 55-64 65+

Is your primary residence in the Ashwaubenon School District? Yes No Not sure

Are you an employee of the Ashwaubenon School District? Yes No

Do you have children attending a school in the District? Yes No

If you have school-aged children, what school(s) do they attend? *(Mark all that apply.)*

- | | |
|---|--|
| <input type="checkbox"/> Cormier School & Early Learning Center | <input type="checkbox"/> Pioneer Elementary School |
| <input type="checkbox"/> Valley View Elementary School | <input type="checkbox"/> Parkview Middle School |
| <input type="checkbox"/> Ashwaubenon High School | <input type="checkbox"/> Online/virtual school |
| <input type="checkbox"/> Homeschool | <input type="checkbox"/> Private/parochial School |
| <input type="checkbox"/> Other: _____ | |

How do you like to receive school/District information? *(Mark all that apply.)*

- | | | |
|---|--|--|
| <input type="checkbox"/> School/District websites | <input type="checkbox"/> School/District newsletters | <input type="checkbox"/> Phone notifications/texts |
| <input type="checkbox"/> Board meetings | <input type="checkbox"/> Emails | <input type="checkbox"/> Instagram |
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Twitter | <input type="checkbox"/> TV/radio |
| <input type="checkbox"/> <i>Green Bay Press Gazette</i> | <input type="checkbox"/> <i>The Press Times</i> | <input type="checkbox"/> Other: _____ |

Thank you for your participation! We sincerely value your time and input.

Ashwaubenon School District
1055 Griffiths Lane
Ashwaubenon, WI 54304

**IMPORTANT SCHOOL
SURVEY ENCLOSED**

If you have questions, please consider attending an informational meeting at
The Ashwaubenon Performing Arts Center (attached to Ashwaubenon High School)
on September 28th at 6:00.



ASHWAUBENON
SCHOOL DISTRICT

***Please complete this school
survey before October 10, 2022.***

This publication was produced for the residents of the Ashwaubenon School District. Due to the overlap of postal routes, residents from neighboring school districts may receive this publication. Given the limitations of bulk mailing, this overlap was difficult to eliminate without significant cost. Thank you for your understanding.

Ashwaubenon School District Community Survey Timeline

Date	Task
June 16, 2022	Introductory call
July 19, 2022	Core team kickoff/develop overall project strategy
July-August 2022	Draft survey (with core team every 1-2 weeks)
August 17, 2022	School board approves survey
August in-service	Keith will share challenges of the operational funding to staff
August 25, 2022	Send survey to outside proofer
September 1, 2022	Send survey to printer
September 15, 2022	Email survey to staff
Week of Sept. 19 th	Survey lands in mailboxes* (<i>date approximate; see below</i>)
When the surveys lands in mail boxes	Email survey to parents
TBD - Late Sept. Early Oct.	Informational meeting
During survey window	Send reminder emails to non-responding staff and parents
October 10, 2022	Survey Deadline
Two weeks	School Perceptions creates final reports
November 9, 2022	Survey results presentation for the school board
December 14, 2022	Board decision: go or no-go
January 11, 2023	Board approves resolution (<i>if needed</i>)
April 4, 2023	Referendum (<i>if pursued</i>)

**Please note that we cannot control the printer's production schedule nor the delivery schedule of the U.S. Post Office, so we cannot guarantee delivery of the survey on a specific day.*

